Break

Defenders of the faith

The primary torch – somewhat dimmed, perhaps, after the alarms and excursions of the seventies, but still burning steadily – was passed on this week. On Monday Her Majesty's Inspector Norman Thomas, Chief Inspector for Primary Education through that stormy decade, handed over to Geoffrey Elsmore HMI.

Defenders of the primary faith believe that Norman Thomas did a great deal to keep the flame alight. At Government level he protected it from the critical winds of black, green and yellow papers, and the icy torrents springing from Neville Bennett's first interpretations of his research, and from the William Tyndale affair.

Oddly enough, Thomas's first teaching job was at William Tyndale (then called Sable Street). He's been heard to say it was probably just as bad a school in those days as it was said to be during the crisis. In the fifties he became head of a school in brave new Stevenage.

Perhaps the main achievement of his HMI career was the primary survey, published in 1978. The idea for it had several sources – a Plowden report recommendation, the inadequacies of the NFER when it came to primary evaluation. But Thomas was the main initiator and architect.

Since then surveys have become part of the landscape. But the primary one was particularly important in providing careful evidence about the realities of primary education when it was badly needed. As Norman Thomas has said: "It made silly things less likely".

"Norman's been a very sensible exponent of primary education, and very close to the sharp edge" said one experienced primary adviser. He has also been cosy and accessible – one of the distinguished group of senior DES people who instruct their secretaries to put callers through, not fend them off.

He was a keen and influential supporter of the new National Association for Primary Education. Thomas was a regular attender at the first meetings in David Gadsby's office at the publishers A and C Black, where NAPE was planned and launched.

Geoffrey Elsmore – emerging from the cuts flies.

If Norman Thomas' style has been quiet (he was a practised exponent of the administrative art of going slow when the going gets rough) his successor's, so far, has been even quieter. Geoffrey Elsmore is a graduate of the elite school of primary education run by Edith Moorhouse in Oxfordshire in the late forties and fifties.

After an RAF and South East Asia war, Elsmore went into primary teaching in a well-run Oxfordshire primary in Kidlington, and ended up with his own large all-through primary, also in Kidlington.

One visitor remembers finding him putting up a display of children's work outside his office, alongside two children who were putting up a display of their own work. After they had all finished there was a critical consultation – and Elsmore went back and improved his display.

The school was strong on Elsmore's main interests – children's art and writing and music (he used to lead the school orchestra on his violin). He became an HMI in 1963, working in the north-west, and became Senior Inspector for primary ten years later.

Since then he's gained a reputation as someone who knows primaries extremely well, and can ask searching questions and make pertinent and perceptive comments – but as something of a dark horse. "The typical HMI – won't tell you the time in case he commits himself" said one observer.

Stumping the circuit after the Bullock report or the primary survey he was full of information – but often upstaged by livelier and more flamboyant primary apostles. Recently, he's been in a backroom managing the crucial HMI survey on the effects of the cuts.

That survey is evidence of the huge challenge the primary inspectorate faces in keeping up morale, let alone improving quality, when schools are increasingly overstretched and stuck, and local authorities are becoming more and more parochial.

It notes the present difficulties of giving schools an appropriate range of specialist skills, or staff to cater for exceptionally slow or bright children, or manageable age groups in a class, or proper ancillary help and resources.

Besides that there will be battles to be fought to preserve specialist primary teacher training and improve its quality through the next round of cutbacks.

Geoffrey Elsmore isn't taking on an easy job, and the primary defenders are hoping their dark horse will run strongly. But, as one commented: "The great thing is that he has enough first hand experience of high quality primary schools not to have any secret doubts."

Personal column

Mary Warnock

Just the job

When my mother used to ask nervously about our friends, "What does he do?" she was not inquiring whether he was a doctor or a solicitor or a schoolmaster, but whether he fished, hunted or played golf. A man, she thought, must have something to do.

It seems that the world is at last moving her way. There was a marvellously cheerful article in the *New Standard* some time in August, by a young graduate called Robert Elms. "Most of my friends," he wrote, "are not employed; but then again they're not unemployed either."

The concept of employment or unemployment in the old sense does not apply to him and his friends. They do what they want, sometimes making money from it, sometimes not. Sometimes they make money for a bit by taking temporary or part-time work. But this work does not amount to a profession. It is casual labour, and the point of it is to enable them the better to get on with whatever it is they really like, photography, perhaps, or music, or designing clothes or writing novels.

For many reasons, it is possible to live like this now, as it was not in the past. The Welfare State, obviously, has opened up great possibilities for the non-careerist. Then there is the new role of women. In the old days, men sought the security of the professions because of the desire to marry and have children. Now it is quite possible to do that and also live from hand-to-mouth, knowing that your wife will contribute to this kind of life, earning when she can, and exercising every talent she has, often working with you on a joint enterprise. She will not wish to be *kept* in any style, least of all the style to which she has been accustomed. And quite apart from that, you can live with your girl without marrying her, especially if you do not want children. It is another choice.

So there is a new freedom which, almost for the first time, is beginning to be realized and enjoyed. In the sixties, people had yet to recognize what they had got. The rebels could have been employed, but chose not to be. It was an "alternative" life, and we were all shocked, as was intended. In the seventies, hair got shorter, ambitions higher, and it became respectable for clever undergraduates to aim, again, for the professions. Now, in the eighties, there is a new spirit abroad. Some will certainly become professionals, but many will not. Already it is rash to ask a young man or woman, "What do you do?", and mean "What is your chosen profession?".

There are two important consequences. One is that the old and the middle-aged, the established and the conventional, must become accustomed to the new concept of working-non-work, or active non-professionalism; of people doing things, that is, which are not existing jobs, and which certainly do not amount to a career.

We must not insist that our managers and entrepreneurs come into their posts through orthodox routes. It is crucial to the future of commerce and industry that we be prepared to use people who have spent a long time bumming about.

Of course, schools must continue to encourage people to go on being educated as long as they want to; if only because probably those most likely to think of their life of non-employment in realistic terms are graduates. But at the same time it is essential that schools keep firmly in mind the question what all this education is actually *for*. And the answer is that it is not, or not necessarily, for a nine-to-five job, nor for a place in the competitive hierarchy of security and promotion.

Some will still be conventionally ambitious, and society as a whole would be disastrously badly off without them. But what we must recognize now is the possibility of being ambitious for something new, something more to do with satisfaction than with status. And, incidentally, equality of opportunity might make actual sense in the setting of *this* kind of ambition.

The second consequence is related to the first, but requires perhaps even more of a revolution on the part of the middle-aged. Unemployment, in the old, pejorative sense, hits worst those who are least qualified. This is conventional wisdom, and is more or less correct. But the ability to use and enjoy non-employment in the new sense also requires qualifications, though not necessarily formal ones. It may be thought, indeed, to be a wholly middle-class potential. But what is really needed is not to be a member of the middle-classes, but to be confident, competent and capable of pursuing the things you really enjoy and think worth doing for their own sake.

Schools have, therefore, a tremendous responsibility to the new eighties generations; a responsibility not so much to push them all through examinations willy-nilly, as to ensure that they leave school with things they enjoy.

Life skills

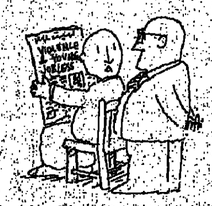
Short of a project for the new school year? Then Unicef have one for you, cunningly designed to appeal to both legitimate educational aims, and to schools' self interest.

They are asking children to plan and build a new third world village, after a natural disaster has struck the old one. They will provide some building materials, in the form of a kilo of Lego bricks. (Aristides' infant research team found that a kilo of lego builds a wall 50 cms square and one brick deep.)

They will provide background material on Bangladesh, Sri Lanka, China, Guatemala, or the Sudan to get children going. But the project is not just intended to help teach about basic needs and services in the third world. It is also likely to promote important life skills that will come in handy when it comes to the school fair.

Prizes of £250 will go to the best projects in two age groups, primary and secondary. But the projects must be best not only for their planning and construction, but also in terms of stirring up local interest by displays in building society windows, articles in the local press etc, and raising money for Unicef.

The planners will not be limited to high western Lego technology – other materials can also be used. Full details from Project Lifeline, Unicef, 46/48 Osnaburgh St, London NW1 3PU.



"I preferred it when they got violent at the suggestion of work."

Wheelchair crisis

This week's international seminar at Cardiff on "the handicapped adolescent" saw a happy ending to what might have turned out to be the most embarrassing story of the Year of the Disabled.

Back in February a planning committee was held at the CynCoed Conference centre at the South Glamorgan institute of higher education so that senior officials from the DES and OECD who were sponsoring the conference could thrash out details with the host, Fred Adams, South Glamorgan director of education.

Everything went smoothly until someone raised the question of arrangements for disabled members of the conference. "I'm afraid we can't manage wheelchairs", put in the centre's efficient organizer. "No facilities"

After several thunderstruck minutes, constructive thoughts began to emerge, and a tour of the building was hastily arranged. The corridors and most doorways were wide enough for wheelchairs. But the college had been built some 20 years ago, just before the legislation which required special provision for the handicapped in all new educational buildings.

Could South Glamorgan find the money to install a lavatory adapted for the disabled as its contribution to the International Year? Fred Adams promised to do his best.

When the officials reassembled this Monday they found that Dr Adams, and the college principal Dr E. J. Brent, had indeed done their best. There, in the reception hall, was the international sign pointing to the converted lavatory. At the back door there was a new ramp for wheelchairs arriving by car, and one floor of a hostel was accessible.

It was a minor setback that none of the 120 delegates turned up in a wheelchair. But as David Thomas, the man from the OECD, said, that ramp and lavatory were the most tangible result they had ever had from a conference.

Aristides

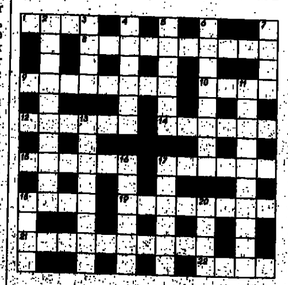
Next week

■ Tom Gorman on the results of the APU Language Survey.

■ Full details of Vera Southgate's reading research.

■ Books: William Waldegrave on the House of Commons; Anthony Smith on the Grade Family; Colin Ward on Vera Britain's War Diary; sociology and politics.

TES Crossword No. 16 by Rufus



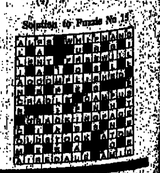
Across

1 Not likely to give bus pass? (4)
6 Paradoxical description of the returning space men. (5-5)
9 The wrongdoer makes a final bid to get out side (8)
10 Dogs and (4)
12 Possibly secure and free from danger (6)
14 Stays will alter a waist (6)
16 Diagram number two
17 Get a seat when prepared to stand (6)
18 Show fond regard for the opposite sex (4)
19 Worn thin perhaps, so it's included free (6,2)
21 Capacity for retaining doctrinal skill? (10)
22 Such pomposity is not a front (4)

Down

2 Unhealthy antagonism (3,7)
3 Satisfied with a greater measure (4)
4 Game between two sides? (6)
5 Himalayan range of phrase (6)
6 A personal representation (8)
7 A much revered figure (4)
11 Where soldiers stay one may well find hot (2,3,6)
13 Stepping stones to reason and method (8)
16 Necessitate being in late perhaps (3)
17 Filled the air (6)
18 A hot-tempered employee (4)
20 Courses show methods (4)

Solution to Puzzle No 15



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Troubled school has 'a cancer of dissidents'

by Richard Garner

A school in which four teachers have been suspended had a "cancer of dissidents" among its staff, the local council leader said this week.

Two of the teachers at Litherland High School, Sefton on Merseyside, have still to be told by the authorities the reason for their suspension.

Teachers have now challenged the local education authority to an unprecedented public debate over the reasons why four of the staff face the sack.

In the case of one of the suspended teachers, Mr Alan Corkish, 34, who was reprimanded earlier this year for leaking details of the school's punishment record a recommendation by school governors that he should be dismissed has already been upheld by the education authority.

Mr Corkish was suspended for eight weeks without pay and lost an appeal to a supplementary benefits appeals tribunal hearing during that time against a refusal to grant him social security pay on the grounds that he was still employed. He is *now planning* to take his case to an *industrial tribunal*.

A second teacher, Mrs Lynda Hughes, 31, has also been recommended for dismissal. She allegedly leaked details of two confidential reports – one, critical of the standard of school buildings by Sefton education officials and the second by HM inspectors, both of which were critical of the school's corporal punishment record – to STOPP, the anti caning pressure group. Her case goes before an education disciplinary hearing on October 1.

Meanwhile, the two other teachers, Mr Roger Britton and Mrs Moira Dobson, remain suspended without having been told yet of the charges against them. They have received a letter saying that allegations about their conduct are being investigated.

The Alan Corkish Defence Committee, set up after Mr Corkish was suspended but which has now taken up the cases of the other three teachers as well, has challenged the authority to debate the issues publicly – and says it will go ahead with a meeting for parents and pupils if the appeal is turned down.

Meanwhile, it has photo-copied the report by education officials on the school and has given parents who have asked copies of it free of charge. If they hold their public meeting, it is likely they will distribute about 120 copies.

This week Mr Eric Storey, the leader of the council, said that the school had "cut out a cancer of dissidents" and went on to claim that there were "rather sinister elements" now backing the teacher in their fight for reinstatement.

Continued on page 3

The Prime Minister's award for services to industry

Joseph does own shuffle at the DES

by David Lister

Sir Keith Joseph's first move at the Department of Education and Science has been to give Dr Rhodes Boyson responsibility for the country's schools.

Sir Keith has moved from the Department of Industry to replace Mr Mark Carlisle as Education Secretary. New Ministers Mr William Waldegrave and Mr William Shelton take over responsibility for higher and further education and for 16 to 19s, science and adult education respectively.

Sir Keith's decision to switch Dr Boyson's responsibility from higher education to schools will be viewed with interest. In the past Dr Boyson has supported education vouchers and compulsory school leaving examinations and was a contributor to the "Black Papers" which were highly critical of school standards.

Mr Fred Jarvis, general secretary of the National Union of Teachers, warned this week that the appointment of Sir Keith as Education Secretary would "almost certainly mean further disasters for education and other public services".

Full story, page 5

Unions set to defy 4% limit

Teachers' leaders warned this week they would be seeking pay increases of higher than the level of inflation despite the government's four per cent recommended limit this winter.

Mr Fred Jarvis, general secretary of the National Union of Teachers, called the four per cent" a recipe for bitterness and confrontation in the months ahead".

Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers, said: "The government is acting like a poor teacher who is too afraid to take disciplinary action against the back of the class such as the miners so instead they hit out at the little fellow in the front."

Playing field sponsorship under examination

by Bert Lodge

Sponsorship is creeping into school sport. A committee set up this week to conduct a national investigation into the matter is to ask the Department of Education and Science for evidence of the extent and influence of this financial involvement.

Within two days of the sports sponsorship investigation committee being formed, under the chairmanship of Mr Denis Howell, MP, Gillette Shaving Division announced a new £20,000 sponsorship of schoolboy football in cooperation with the English Schools Football Association.

Last week BP Oil launched an ambitious squash coaching scheme aimed at primary children.

The Schools Football Association annual festival of football, held annually at Skegness and bringing together 1,000 boys for a week, will be the main beneficiary of the Gillette initiative.

The company will also sponsor the ESFA inter-association competion involving 350 teams. For 18 years until last season Gillette sponsored the one-day county cricket championship.

Nearly 200 centres for coaching children age 8-12 in squash will be set up by BP Oil. The creation of 38 under-12 county squads is planned in association with the Squash Rackets Association and the Women's Squash Rackets Association.

The venture into squash sponsorship is part of the larger BP Challenge to Youth scheme. This financed the two-seater monoplane built by pupils of Truro school and first flown earlier this year.

but none of us have had to take at big a cut as Mark Carlisle!

Comparative studies

If you are a teacher paid somewhere in the middle range of what classroom teachers earn you can, financially speaking, look down on production engineers, transport managers, quantity surveyors, security officers and shop branch managers.

Postmen, pub managers, insurance clerks and shelf fillers, come way below your lofty financial heights.

But the many non-manual workers above you include accountants, computer programmers, civil engineers, architects and prison officers. Doctors and finance specialists occupy the top branches of this particularly salary tree.

Newly qualified teachers earn about the same as caretakers, but slightly more than gardeners and groundsmen, while top-ranking heads level peg with the managing directors of chemical and construction firms and county court registrars.

These and other income can be mined from a new book on pay and salaries in Britain. Its author, Peter Cappelli, warns of the many pitfalls in comparing incomes but admits being "struck by the fact that a university teacher receives £6 per hour per pupil. A freelance embalmer earns £6 per body!"

What People Earn by Peter Cappelli, Futura Publications. £1.50.

Hilary Wilce

This week

Extra

TIMES PAST THE TIMES

EDUCATIONAL SUPPLEMENT

PO Box 7, 200 Gray's Inn Road, London WC1X 8EZ. Tel 01-837 1234

Mrs Thatcher shows her low opinion of the DES

In extending the best welcome politeness can muster to Sir Keith Joseph, as the new Secretary of State for Education and Science, it is hard to conceal a great deal of sympathy for Mr. Mark Carlisle, and some glum reflections on the decline of the DES in the governmental hierarchy.

Mr Carlisle has proved over the last two years that the education ministry is not a place where there are easy points to score. He has fought an honest but not factious battle with the Treasury to defend his budget with a fair mixture of success and failure. He has struggled to keep his end up with the departments of Environment and Employment in circumstances which have increasingly emphasized the weakness of the DES as a sponsor, but not provider, of the public education system.

Mr. Carlisle was occasionally listed among the Cabinet "wets" but there is no sign that he seriously quarrelled with the Government's economic policy; simply that being at the head of a department responsible for an expensive public service he was bound to spend his time arguing for expenditure.

As to his positive achievements, he carried out the Conservatives' manifesto commitments on such matters as secondary reorganization, assisted places and the parents' charter, and he presided decorously over the process by which rash promises to reform the school curriculum were wound down. But these policies, many of them marginal to the real needs of the education system but reflections of the barren educational debates of the 1970s, were of small significance alongside the need to defend the integrity of the education system and the breadth of its activities, as they had developed since 1945. Here Mr. Carlisle was not particularly successful. He may have done as well as anyone could be expected to do in the circumstances, but the evidence is there for all to see in the savage cuts in higher education and in school maintenance, books and stationery, adult education, and in every other part of the education system where local authorities have discretion.

Sir Keith Joseph

Mr. Carlisle, it is sad to say on what should be a valedictory occasion, stands out as the first Minister who formally conceded that the 1944 Education Act is unenforceable. He could not run authorities in for failing to provide a sufficient service when his main object in life was to stop them from spending.

Sir Keith Joseph deserves a fair wind in his new department and this is no time to echo the hostility which he will, no doubt, encounter soon enough. He is a highly intelligent man, a one-time Fellow of All Souls, and a most experienced departmental minister. He has not had any ministerial connection with education till now. Soon after he founded the Centre for Policy Studies, he made a major Black Paperish speech but it would be a mistake to take too much notice of this. Inside the Department, Sir Keith will become immersed in the day-to-day problems of administration and policy. All the signs are that he is a man who listens and learns. He learned too much for Mrs. Thatcher's taste at the Department of Industry: he has been moved because bitter experience taught him that lame ducks cannot just be left to their fate, whatever his ruthless rhetoric might suggest.

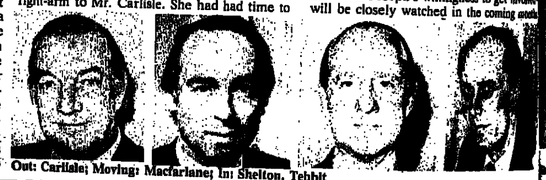
But there seems no doubt that he is being moved out and down, and that the only reason for Mr. Carlisle to go is to make room for him and for the consequential changes elsewhere. It is not encouraging to read that Sir Keith's poor health is thought to qualify him for this supposedly undemanding job.

It does nothing for the morale of the million people who work in the education sector when the office of the Secretary of State for Education and Science is used in this way. Perhaps Mrs. Thatcher still reckons she can keep an eye on the DES herself.

It would not matter so much, perhaps, if Lady Young were not also going. She proved a strong and effective Minister of State and right-arm to Mr. Carlisle. She had had time to work her way into the whole range of [illegible]ments about the curriculum and examinations. She leaves at the very time when her judgment and steadiness would have been most valuable: she will be badly missed. Only the [illegible] Dr. Boyson will remain now that Mr. Macfarlane is also to be removed to look after sport. Mr. William Shelton, a new [illegible] secretary of state, has followed education from the back benches for many years. He was one of the architects of the parents' charter, but he is a light-weight. Mr William Waldegrave, a young, bright and up-and-coming, [illegible] man, who now has the chance to cut his teeth in Elizabeth House.

Under Mr. Carlisle, Dr. Boyson was subdued and his dislike of the chores of his [illegible] limited his influence. Now, as the only habitant in the ministerial team, he may [illegible] into his own. This would certainly escape a frightening prospect. In respect of higher education, his scope for independent action has been severely circumscribed and it would be unfair to blame him for the cuts which have now descended on the universities and polytechnics. He now steps into Lady Young's shoes and will be allowed much more say in policy for schools and this certainly does not inspire confidence.

A final point concerns the departure of Mr James Prior. It remains to be seen how Mr Tebbitt will tackle youth unemployment and the Manpower Services Commission's [illegible] *Training Initiative*. This particular baby enjoyed the strong personal support of Mr Prior and Mrs Thatcher, herself, seemed to endorse it when she announced her youth employment package at the end of July. There is a long way to go to give reality to the ideal of a comprehensive youth programme. Mr Tebbitt's attitude to this and related matters and Sir Keith Joseph's willingness to get involved will be closely watched in the coming months.



Out: Carlisle; Moving: Macfarlane; In: Shelton, Tebbit

Comment

Only 60 minutes to the hour

Mrs Vera Southgate's study of junior readers (page 20) paints in another section of a picture of junior schools that has been developing over the past few years. And it is an increasingly worrying picture.

It shows that many junior teachers are working flat out trying to give individual help to children in their class. But what individual children actually get are very short snatches of teacher attention, in which there is not time for anything very interesting to be said – and long periods of work on their own.

The other main study that documents this is the Leicestershire "Oracle" study. It is also supported by earlier work, and fits with what is said in parts of the HMI's primary survey, and with some of the Bullock findings. Something of the same picture also showed up in a study of nursery teachers by the Oxford Pre-school Research Group.

It is easy enough to understand the reasons for this teaching style at junior level. Take largeish classes, apply misunderstood "Plowden" theory of individualised teaching, distort with a Back to Basics movement, and there you have it.

But when long hours are spent in this way, the result is weary teachers, and bored and understretched children. Worse still, the method seems very ineffective for teaching reading, and writing, and it seems very probable that it works no better for teaching maths.

It is ironic to look at the perfectly valid doubts of good primary teachers about the potential use of microcomputers in primary classrooms (page 8) in the light of these findings. Certainly it would be a disaster if the introduction of micros led to long hours of children pointlessly practising basic English and Maths on a machine. But the evidence suggests that, at the moment, too many teachers spend too many hours of their time limiting their contact with individual children to something like the responses of a low-level computer program.

Of course, there are many teachers and schools which present a very different picture – of children engaged in interesting and demanding pursuits and learning to read and write and calculate along the way. But a growing number of research studies convey the clear message that if many teachers were to re-examine the ways they spend their time, both children and standards would benefit.

First thoughts from the SDP

As Mrs Shirley Williams and Mr Roy Jenkins wooed the Liberals at Llandudno, two SDP discussion papers (page 3) helped to pencil in the outline of some policy for education and local government. Coming from the hand of Mr Tyrrell Burgess, they are crisp and trenchant, and at times a bit didactic.

If they can win acceptance, they would commit the SDP to a renewed and reinvigorated faith in local government in general, and in local control and initiative for education, in particular. At the centre of this is the suggestion that the rates can be refurbished as the basis of local finance, and that a review of the distribution of powers and duties between central and local government could clear up many of the present difficulties. What the discussion paper does not do is consider, explicitly, what happens when the spending plans of local authorities are at loggerheads with those of the central government. It is implied that there should be no intervention by the Chancellor and his colleagues to prevent authorities defying national economic plans by budgeting for increases met from the rates. As this is exactly what the present argument is about, this seems a strange omission. Is the SDP prepared to deny the Chancellor a grip on public spending as a whole, and allow local authorities controlled by his political opponents to throw him off course?

Of course, the Social Democrats can argue that, given electoral reform and a new deal at Westminster, all will be changed, but this needs spelling out. At the moment, Parliament and Education Ministers assume that the DES ought to have policies on a wide range of issues, on which the financial mechanism condemns them to be frustrated over and over again. It is not enough simply restating the localist solution without proposing something like percentage grants to strengthen the Secretary of State's capacity to hold a hand at the table.

The Burgess-SDP recipe for education includes the introduction of profiles with a view to abolishing external examinations at 16 plus, more effective governing bodies, and the abandoning of national attempts to define a core curriculum. On private schools, the area made tricky by Mrs William's rash espousal of the abolitionist cause, the document firmly reasserts the right of parents to send their children to private schools and of private schools to set themselves up, but it proposes the withdrawal of all forms of direct or indirect public support.

The paper comes out stoutly in favour of more, and more comprehensive, further education, and the implications of its exam proposals might well be an increase in post-16 activities.

Perhaps the most controversial suggestion is the recommendation (if that is what it is) that the local authorities should take over all higher education, leaving the UGC free to finance postgraduate work. This is Mr Burgess's localism (and his poly connexion) carried to its logical conclusion, but it will take a lot to persuade the world at large that local politicians should run the universities.

There is a clear case for a Great Debate involving industrialists, trade unionists and local politicians alongside the players and administrators. Searching questions will be asked about accountability. To whom are club chairmen responsible? Has the under secretary for sport been excluded for too long from the secret garden of the centre circle? Can the Government afford to stand idly by in a matter of such national importance?

Already attention is being directed (page 9) to the schools. They can be expected to bear the lion's share of any blame which is going. Obviously they ought to concentrate on the common core of footballing skills. Or, alternatively, it may be equally obvious that it is a result of excessive concentration on basic skills that our players lack finesse. In schools' football competitive enough? – a question which Dr Boyson may be relied upon to ask in his evidence to the Royal Commission on Football which Mr Macfarlane will shortly initiate – or too competitive? Mr Macfarlane, who himself keeps an open mind on these matters, is aware of an undercurrent of opinion among the HM Inspectorate that the pass/fail, win/lose concept is outmoded in a footballing context and that what is needed is continuous assessment throughout the season, with each team, all the players and all the sporting journalists receiving a lengthy profile at the end.

As Mrs Thatcher has pointed out with relief, "this is not the sort of thing which can be put right by throwing money at it" (short of buying and naturalising a large number of players which is hardly practicable). When new policies have been hammered out, Mr Heseltine will make a definitive statement of government policy.

Macfarlane to the rescue

Now that Mr Neil Macfarlane is moving to be the sporting supremo, it can be confidently predicted that he will take with him the DES's burning concern for high standards to the inquest he must be planning on the demise of English football.

No comment

"As for Sir Keith Joseph, we still feel it would have been better to move him explicitly to a post without portfolio, where he could offer his wisdom without the agony of taking (or not taking) decisions, but in Mrs Thatcher's Government the Department of Education is perhaps close to that. It was a cunning as well as a compassionate move." – from *The Times* Friday, September 15.

Hilary Wilce reports on the overcrowded sixth forms

Crisis looms over staying on

Sixth forms will be crowded this year, according to a survey of colleges and local authorities by *The TES*. Part of the increase is because of a lack of jobs to go to but other factors such as cuts in higher education, are also boosting numbers.

It is in the affluent areas of the country that the pressure of sixth form numbers is greatest. Large numbers of students have always moved from private schools to the state system, but in this year of deepening recession the numbers are up.

Reports from sixth form colleges in Sussex and Cambridgeshire confirm this. And in Surrey, where the pressure is so great that Goldalming College has had to turn away 200 students, the education committee is currently reviewing the question of extra resources.

But colleges in not-so-affluent areas are also hard pressed and many say they are full.

At Luton Sixth Form College numbers are up by 15 per cent. Colleges in Essex, Stoke, Darlington and Cornwall report an increased student total of about 10 per cent.

Some colleges, like St Austell College in Cornwall, have had to turn away students from outside their catchment areas. In one area of Essex students have been absorbed through a clearing system run by further education colleges in conjunction with the sixth form college.

All principals agree that a proportion of their students were being forced unwillingly back to schooling by a lack of job opportunities.

But cuts in higher education, "bulge" numbers and an increase in students coming from private schools, are all helping to swell numbers, both of new students and of students staying on for a third year.

A few authorities, such as Bedfordshire, have promised more resources for the larger number, but many colleges have no hope of extra staff or money.

The South East Essex Sixth Form College, staffed for 1,050, has 1,150 students. Social facilities are under strain and staff have been warned to watch out for signs of stress among students.

Its principal, Mr John Glazier, says that if more students come forward the college will have to turn them away. And as chairman of the Standing Conference of Sixth Form and Tertiary College Principals, he is sure the problem is widespread.

"What we're doing under these circumstances is not educating, but simply existing," he said.

Sixth form numbers have risen steeply in some city areas, boosted by part-time pupils who can spend less than 21 hours a week at school and still collect supplementary benefit. In Consett, where the British Steel plant closed a year ago, enrolments are up by 28 per cent.

In Sheffield numbers are expected to be 500 to 700 up on last's year's total of 3,500. Most of these pupils will be on the 21-hour courses, which leave them technically available for work. Twenty five extra staff have been appointed for these short courses.

In Newcastle, where sixth formers are 73 up on last year's total of 1,943, about 45 pupils have been admitted to sixth forms on a part-time basis.

The Inner London Education Authority, which has made £150,000 available to schools for these new short courses, expects sixth form numbers to be up, but figures are not yet available. In Birmingham numbers have risen from 7,900 to 8,520.

Somerset reports that the number of full-time students in tertiary colleges and sixth forms has increased by about 10 per cent on last year's total of 4,200. However, the increase has not been as great as expected. The rise in schools has been only modest, and one tertiary college reports no increase.

In County Durham the increase across the county is about three per cent. Cumbria reports evidence of youngsters who were registered for work a few months ago now returning to school to improve their qualifications. Kent expects numbers to be up because of the employment situation although figures are not yet available.

● Leading officials and local government officers have agreed to cooperate on an urgent survey of the number of 16-year-olds staying on at school or college this term, writes **Sarah Baylis.**

At a meeting this week of the expenditure steering group (education) representatives from the Department of Education, Association of Metropolitan Authorities, Association of County Councils and Miss Sheila Browne, the chief inspector, all agreed that they needed to know the staying on figures as soon as possible.

Normally the statistics branch of the DES collects information about school leavers via the l.e.a.s. But the work usually takes more than six months with the results not available until March.

With the assistance of the local authority associations it is thought the survey could be conducted much faster, with the results available by December. The local authorities are particularly concerned to know the facts about staying on so they can justify any increased spending to the Government.

Art lesson on the draining board

Mountain that just grows

Esher College is bursting at the seams. Its intake is up by 35 per cent on last year, some teaching groups are 30 or more, and its waiting list – two weeks after the beginning of term – is still growing.

Unlike other bulging Surrey sixth form colleges, it has not turned away large numbers of applicants. But, in common with sixth form colleges up and down the country, it is now feeling a very great strain from its extra numbers.

At Esher this strain was anticipated. In February the principal, Mr Patrick Miller, wrote to the local authority warning of an influx of students.

To a small extent, he says, poor job prospects were an indication. "But clearly the increase is not solely due to unemployment. If it was you'd expect our sub-A level numbers to be up, but the proportion of these courses to A level courses is unchanged."

He attributes the steep rise – from an intake of 319 last year to 431 this – to fee-paying parents, who abound in lush Surrey, feeling the pinch and the fact they are growing to see what sixth form colleges can offer. "They can see that sixth form colleges offer good value for money – and parents round here know about money," said Mr Miller.

A growing number of 16-year-olds also want to go into the mixed, relaxed atmosphere of a sixth form college, he says. But at Esher this atmosphere, and the informal, personalized teaching it reflects, is in danger of being swamped by the growing numbers.

Despite midnight planning sessions many groups are still enormous. O and A level art students, in groups of more than 20, elbow for drawing board space; general studies have been dropped for many students; and space for private study is difficult to find.

Staff have backed the principle of not turning away students, but the situation for them is "intolerable", Mr Miller says.

Mr Ian Marcouse, who teaches commerce, says that large groups make it impossible to encourage discussion. Students react by "keeping very quiet".

Patrick Miller concludes: "the real casualty in all this is the teaching styles, and the whole traditional concept of a liberal education."

College cuts 'impossible'

Local authority leaders of both major parties are to tell Sir Keith Joseph, the new Education Secretary, that the cuts in public sector higher education already announced in the last White Paper cannot be achieved in the time available.

The associations are pressing for an early meeting with Sir Keith in the hope of warding off a further round of cuts and increasing the sums available for polytechnics and colleges when the Government fixes the level of the advanced further education pool for 1982-82.

A confidential estimate of the impact of these cuts, produced by a joint DES and local authority team for the Consultative Council on Local Government Finance, says that an attempt to run down the higher education sytem at this pace solely through voluntary redundancies would be "haphazard and irrational".

Another document, prepared for members of the Association of Metropolitan Authorities, doubts if the cuts can be achieved at all.

But the strongest warnings about the impact of the spending plans are contained in a document prepared for members of the Conservative-controlled Association of County Councils. – *THES*

Private schools 'on their own'

A government run by Social Democrats would not abolish private schools but would end all forms of public support for them, such as charitable status, according to an SDP discussion paper on education.

Such a government would also hope to abolish existing CSE and GCE exams and replace them with pupil profiles. It would encourage more self-government by schools, with parents, teachers and local councillors in equal numbers on governing bodies.

The four-page discussion paper has been prepared by Mr Tyrrell Burgess, a reader at the North East London Polytechnic and a former reporter on the *TES*, for discussion at the SDP conference in October. He says it should not be taken as a statement of official policy.

Mr Burgess says that "powerful centralizing tendencies" have tended to weaken the responsibilities of individuals, schools and local authorities over the past decade and these should be reversed.

Young people emerged from school "limited, unskillful and gullible". The system neglects problem solving, "doing, making and organizing".

Reading taste differs by sex

Marked differences in reading tastes, and in skills in reading and writing between 11-year-old boys and girls are disclosed in a survey published by the Assessment Performance Unit at the Department of Education and Science, this week.

Although 94 per cent of the sample enjoyed reading stories, significantly more boys than girls preferred non-fiction, but more boys than girls liked reading comics. Girls did better than boys in both reading and writing.

The report is the first of a series of national surveys on language performance of 11-year-olds and was carried out in May 1979.

Tom Gorman, the report's author writes on the survey on page 21.

Language Performance in Schools, Primary Survey Report No 1, Assessment of Performance Unit, HMSO £6.40.

Unpaid leave

At London University, Dr Bryan Thwaites, principal of Westfield College, has asked all staff to take two weeks unpaid leave, "during which time they will be free to earn money in other ways and will be allowed to use their normal capital equipment in college to do so." The proposal will be discussed at a college meeting next week. – *THES*

Cancer of dissidents

From page 1

"One is prevented by the law of libel from going into it in too much detail. I hope this case does go to an industrial tribunal because quite frankly people will be appalled at us ever having appointed these teachers."

"It is very difficult to tell the ordinary people the exact trouble," he said.

This is hotly denied by the defence committee, which is putting out a leaflet, challenging him to "name these left-wing organizations" adding: "It is a studied insult to the parents and pupils who have met us and know us and who are involved in the distribution of the leaflets." It is considering whether to take legal action. One of those involved said that the teachers and those involved in the defence committee included a Tory, a Liberal, a Labour Party member, a lapsed Labour member and a Communist.

The school itself re-opened for the autumn term this week – a week later than it should have done to allow a major refurbishing exercise carried out over the summer holidays and costing £200,000 to be completed.

The education officials' report was critical of the standard of the school buildings saying, "The interior decoration is, however, much in need of attention.

"There is also a high incidence of internal vandalism. Although some of this is caused as a result of illegal entries, much of it is caused by pupils in the school. The boys' toilets hve suffered badly with removal of exterior doors, w.c. cubicle doors and w.c. seats. The school has ceased to make available toilet paper in the toilets and there is no water, soap or towels for washing. The teaching staff have themselves painted the toilet walls to create easily cleaned surfaces so that graffiti can be quickly removed and the general appearance of the toilets is clean.

"The school now feels obliged to restrict pupil access to toilets to short periods during the morning ad afternoon breaks in order to reduce the level of vandalism."

Platform

Victor and Elizabeth Gold explore the relationship between A level passes and places in university

The upward path?

Every stage of schooling has a number of functions. One of these – though not the only one – is to prepare pupils for the next phase of their educational or working careers. Examinations ensure a pupil's satisfactory completion of the various stages and provide a powerful incentive.

When the role of the A level examination (or other hypothetical 18-plus qualification) is discussed in this light, one of the questions that arises is how probable it is that the next phase of a pupil's "educational or working career" will consist of a university degree course.

In the absence of hard facts the issue tends to become emotive. The answer to the question is of practical relevance, because on it depends the proper content of the A level curriculum (and who it is who should decide upon it). The information below is intended to reduce the need for guesswork.

From the records of the Universities' Central Council in Admissions (UCCA), which were kindly made available to us, it is possible to deduce the number of students who are accepted by universities and who have passed an A level examination in any given subject. For example, on the basis of a 10 per cent sample, it is concluded that 13,840 students with an A level pass in biology were accepted for admission in the autumn of 1977. Complementary statistics contained in the return of all examination boards in England, Wales and Northern Ireland provide the total number of A level passes in the preceding summer and winter examinations. For the school year 1976-77, the total for biology was 28,813, implying that there were about twice as many successful A level examinees in biology as there were successful university applicants with an A level pass in biology. Not all successful school leavers immediately go to university; some take a year off or decide on university entrance only after several years at work. However, in the absence of a strong underlying trend, it seems fair to conclude that there is an approximate balance between school leavers deferring university entrance and "over-age" university entrants. Accordingly, it appears that about 50 per cent of the successful A level candidates in biology in 1976-77 were offered a university place in 1977. The figure must be a slight underestimate because the 27,813 A level passes are attributable to slightly fewer individual candidates: a small proportion enter and pass on more than one occasion in order to gain an improved grade, and are thus counted more than once in the examination boards' returns.

With these reservations – and they cannot affect the conclusions to any significant extent – we have taken the ratio 13,840:27,813 to express the fraction of students with a pass in A level biology who were accepted by universities to the total number of successful examinees in that subject.

Expressed as percentages, such ratios are reproduced in the table for several important A level subjects. The figures are given for 1977 and 1978 entrants; the differences are not significant. Mathematics has been omitted because of the variety of examination papers offered and because a single candidate frequently takes two A levels in that subject (pure and applied mathematics) and sometimes more than two.

It emerges quite clearly that in all subjects a high proportion of the successful A level candidates obtain places at universities. However, the pattern is far from uniform. The ratio is highest in the physical sciences (chemistry and physics), closely followed by the modern languages, German and then French. For biology and history only about half the students with A level passes proceed to university; for English and the social sciences subjects (geography and economics) the majority do not.

In some respects these answers are fairly conclusive. Clearly it is only a minority of students of the physical sciences for whom an A level pass is the terminal qualification. In fact this proportion is even smaller than the percentages in the table suggests because they leave out of account the unknown numbers of school leavers with A levels who go to polytechnics with a view to obtaining CNAA degrees, or who enter other forms of further education (eg HNC courses). It follows that lecturers in tertiary education, whose duty it is to continue the education of the A level school leavers in the physical sciences, have some legitimate concern for the content of those A level curricula.

Of course it should not be overlooked in this context that school leavers with a pass in chemistry or in physics do not necessarily specialize in that subject at the university. In fact, the vast majority do not, although for most of them the degree course does involve further study of these subjects. Many enter degree courses in engineering and in medicine (for which A level passes in sciences are a pre-requisite) but only a tiny proportion take degree courses in totally unrelated subjects.

In the absence of figures it is impossible to be too definite about the role of non-university tertiary education in this and other subject areas. Numerically speaking, it is probably relatively unimportant outside the physical sciences, but economics may be an exception in this respect, since the professional qualifications for the popular careers in banking, accountancy and insurance generally require the study of that subject beyond A level.

It is perhaps remarkable that so few pupils pursue the study of German up to 18, and of these a surprisingly high proportion take university degrees.

The continuing pattern for a smaller proportion of girls than of boys to seek admission to universities must affect the more detailed interpretation of the percentages in subjects for which there are significant differences in numbers of boys and girls at A level.

We have not touched on the question of whether the picture revealed by the table is desirable. Realistic educational plans must in any case be based on an existing situation. This includes the fact that only a small proportion of the school population continue education up to the 18-plus stage. The pattern of educational progression and its underlying social factors do change, but the relevant time scale is usually measured in decades rather than years, and the children whose education is being planned grow up rather more quickly.

Proportion of students accepted by universities for different A level subjects

Subject	No. of		%	
	1977	1978	1977	1978
Chemistry	31,023	31,446	68	70
Physics	35,539	36,386	67	69
German	6,946	6,588	66	65
French	20,281	20,668	55	56
History	31,766	28,793	49	50
Biology	27,813	28,972	50	51
Geography	27,324	26,548	40	40
English	52,390	50,179	39	40
Economics	27,420	27,384	37	40

Victor Gold is professor of chemistry, University of London King's College. Elizabeth Gold, his daughter, works in the department of biomathematics, University of Oxford.

Where pupils work better and harder

Small schools encourage children to perform well, to enjoy their work more and to get on with each other.

Parents and local authorities should consider these and many other important factors before schools are closed and the pupils sent off to bigger schools.

These are some of the conclusions by the National Association for the Support of Small Schools in a 15 point guide for parents and county councillors which is also being sent to rural education authorities.

The association says it has prepared the guide in response to draft circular 2/81 *Falling rolls and surplus places* by the Department of Education which the association considers gives "fresh impetus to those education authorities wishing to close smaller schools."

The guide is also intended to stop antagonism between education authorities and communities from lack of consultation.

Molly Stiles, national co-ordinator of the association said "In publishing this 15 point guideline we are pin-pointing the most frequently quoted problems arising from a school closure. We are in full agreement with Mark Carlisle when he says that young children should not have to make long journeys to school especially as transport costs are going through the roof," she said.

All enquiries to The National Association for the Support of Small Schools, 34 Friars Quay, Norwich, Norfolk.

Review of membership rights

The National Union of Teachers may decide to let redundant and unemployed teachers keep their union membership. At present teachers who lose their jobs cease to belong to a union when their current year's membership expires.

The union is being forced to review its rule in the light of the resolution at last week's TUC conference calling on unions to give full rights to members who become redundant.

The NUT's delegation abstained from the vote, as did the National Association of Schoolmasters Union of Women Teachers, but the NUT delegates had agreed to do so only after an undertaking from their leaders that the policy would be reviewed. Mr Fred Jarvis, the NUT's general secretary, said afterwards: "It was not that we opposed the idea and we very much regretted having to refrain from supporting the rest of the resolution which contained a number of clauses which we warmly support.

"But to have voted in favour would have driven a horse and cart through our existing rule and the union must be given a chance to decide what it wants to do about it."

Travel

Philip Venning profiles the newly-appointed Education Secretary

The intellectual put out to grass?

Sir Keith Joseph is the brightest, richest, oldest, and most senior politician to become Education Secretary in recent times. He is also the most personally controversial. He has probably been booed off more platforms, barred from more student meetings, and attacked from inside as well as outside his party more often than all his predecessors put together. Enough flour and eggs have been hurled at him over the years to bake cakes for each of his small band of supporters.

It would be flattering to the education world, if a little uncomfortable, to think that he had been chosen for the job because Mrs Thatcher saw the need for man of his calibre and experience in so vital a department. The truth is sadder. Education matters so little that it offers comfortable early retirement to a once great man, at one time cautiously tipped as a future Prime Minister but now clearly on the way out.

The Herculean task of squaring his deeply held belief in the moral as well as the economic superiority of the free market economy with the realities of life as Industry Secretary have broken him. His health is poor, and there was some speculation that he would be made a minister without portfolio, allowing him a voice in Cabinet but relieving him of the terrible pressure of a front line economic department. Instead he was given education.

But Sir Keith will be no caretaker minister. First and foremost an intellectual (for many years he was a member of that academic elite, the Fellows of All Souls, Oxford), he can be depended upon to raise the *level of debate* about the aims and purposes of education during the inevitable years of contraction ahead. Under other circumstances, at an earlier stage of his life, he might have made an ideal Education Secretary.

He was born in 1918 in a house in Portland Place, now, perhaps appropriately, the offices of the Institute of Cost and Management Accountants. His father was one of prosperous Jewish family who had come to Britain from Germany and Holland in the 1870s.

After schooldays at Harrow where much of his time was spent playing cricket, he went to Magdalen, Oxford, where he took a First in jurisprudence. By 1943 his father had become Lord Mayor of London, for which he was awarded the baronetcy that Keith inherited soon afterwards.

The war took Keith to Italy where he served as an artillery Captain, being wounded and being mentioned in despatches. According to one story he was known as "Smokey Joe" because of his ability to lay a smoke screen.

After that came training in the family building firm, Bovis, during which time he started taking an active part in politics, particularly on the progressive wing of the Tory party. After an unsuccessful attempt in 1955, he entered Parliment in 1956 as member for Leeds North-East, the seat he holds today.

How did such a genuinely compassionate man, deeply interested in the fight against poverty and deprivation end up as the architect of the harshest economic policy since the thirties? And how did such a man, sincerely convinced of the correctness of this policy, find himself as Industry Secretary executing more U-turns than the wettest of his colleagues?

Part of the answer must lie in a quality which is likely to work to his advantage in the DES: his willingness to listen to what people say to him, to weigh up their arguments, and change his mind if he decides that the logic points in that direction.

The results can be an embarrassing tendency to blame himself publicly for past mistakes: as housing minister he was indirectly responsible for the building of concrete, high rise estates, a disaster he readily admits.

This ability to be persuaded by argument and by evidence is the behaviour of a rational man, but can be dangerous in politics. His political judgment can be so sadly askew, his subile arguments so ineptly expressed, that he has been at the centre of several quite unnecessary political rows and earned himself the nickname, the Mad Monk. Perhaps his most celebrated gaffe was in 1974 when he spoke of the dangers of uncontrolled breeding among the poor, a speech that more than any other case doubt on his future as a serious politician.

It was a time when Sir Keith was beginning to see education as in need of reform, as he argued in the *TES* (November 1, 1974). From 1970 he had been Social Services Secretary (after early spells at the Board of Trade and as Minister for Housing and Local Government from 1962 to 1964). At Social Services he began to develop his ideas about the cycle of deprivation – the persistent way that some groups continually lose, out even when economic prosperity is increasing.

This encouraged him to put a new emphasis on the family, and his reign was marked by attempts to give teenagers better preparation for parenthood, and by the first steps towards cooperation between DHSS and DES on the needs of the under fives. The references to playgroups in the 1972 White Paper, *Education: A Framework for Expansion*, were strengthened at Sir Keith's suggestion.

Sir Keith: comfortable early retirement for a once great man?

But at the same time he was beginning to blame education for having failed the country – for having become a self-justifying industry firmly in the grasp of liberals. As a founder of the Centre for Policy Studies, he was determined to use the Tories' time in opposition to create a new intellectual base for Conservatism. He had a passionately held impression that the reason France and Germany were doing so well economically was in part the result of their education system, and he commissioned research to explore this relationship. The outcome was a book that may not have reinforced his passion but which was acceptable to his academic doubting.

An essential part of developing a new Toryism was selling it, and Sir Keith spent thousands of hours during this period visiting universities and colleges, frequently encountering hostility for his controversial stand on issues like the Grunwick strike.

The strain was beginning to tell, and in 1978 he separated from his wife, an American-born heiress, after 27 years of marriage. By then he had four children: James, Emma, Julia, and Anna, all but the youngest of whom were grown up.

Meanwhile, a general election was looming. As the prophet of a new economic technique (or at least one that had been out of favour for a long time), he was a possible choice for future Chancellor of the Exchequer. He was close to Mrs Thatcher but carried little weight with his Shadow Cabinet colleagues. In the end he was given Industry.

It has been a period of great personal anguish. Time and again he has been faced with the unpalatable job of handing out huge mounts of Government money to British Steel, British Leyland, the National Coal Board, and other lame ducks while his deepest beliefs convinced him that public spending should be cut decisively.

His time at Industry has not been a success. He was poor at detail, restricting his attention to the strategic decisions and leaving junior ministers to cope with their implementation. Though his department does have a small interest in education, in the field of school-to-work and microelectronics education, this was left to junior ministers. More importantly he muffed the chance to reform the engineering profession in the wake of the Finniston Report when he gave way to the lobbying of entrenched professional interests. Here he could have made a long term impact on Britain's economic future, but he failed.

His move to the DES does not automatically mean that he is being sent in as an executioner to impose more cuts on a sector that should turn out to be politically softer than the nationalized industries with their militant and economically powerful unions.

Though he will undoubtedly accept the need for cuts, he will also be looking for ways of improving the quality of education. The true monetarist believes that there are no short-term answers to Britain's economic troubles, and that printing extra money to pump into the public sector to create jobs is self-defeating. Fundamental long term changes in our whole attitudes to economic success and enterprise come, not from tax cuts or other gimmicks, but from starting at the bottom. Laying the foundations of an education system that will encourage such changes may well be Sir Keith's principal aim – and that may mean protecting some parts of the education budget.

What the media said

Poor Sir Keith Joseph has been mercifully released from tormenting himself at Industry, where his kind heart poured out billions of public money that his anguished head throbbed to contemplate. He is to have a sabbatical at Education – Daily Mail

As for Sir Keith Joseph's new job at Education, it is difficult to know whether to laugh, cry, or sit open-mouthed in amazement. All we can say is that with this man in charge of what amounts to the biggest and most important nationalized industry in the country, it will not be long before he puts the whole thing up for auction – Morning Star

His translation to education may rekindle his zest for office – Daily Telegraph

There are one or two moves which, while having nothing inherently wrong with them, appear to have no obvious explanation. The shifting of Sir Keith Joseph from Industry to Education falls into that category. Sir Keith is a humane man with many of the qualities for the job, but we knew that before – Financial Times

Sir Keith has been ill recently and is politically accident prone. He has been moved to Education – BBC Television News

Sir Keith Joseph, despite all that he used to preach in Opposition, has turned out to be a spendthrift in Industry. Presumably he will exhibit the same tendency at Education – Yorkshire Post

● The appointment of Mr William Waldegrave to succeed Dr Rhodes Boyson (who takes on responsibility for schools) may be one crumb of comfort for the universities and colleges during the heavy contraction ahead of them.

Like Sir Keith Joseph, he is a Tory intellectual. A Fellow of All Souls, Oxford, he is a former member of the Think Tank. But as a one-time assistant to Mr Edward Heath he represents a very different strand of Toryism. On a scale of wetness, he must rate considerably damper than sodden.

Coming from an aristocratic background (he is the younger son of Earl Waldegrave), he is a good local MP, living in Clifton in the heart of his constituency, which includes Bristol University.

He was born in 1946, and was educated at Eton, Corpus Christi, Oxford, and Harvard. He was a justice of the peace for five years, and is a member of the Independent Broadcasting Authority advisory committee. He is married with one daughter.

● Mr William Shelton, the new minister in charge of 16 to 19 education, science and adult education, was a former parliamentary private secretary to Mrs Thatcher, and it has been suggested that his appointment owes much to this connection.

However, he has long had an interest in education – he was a founder of the Conservatives' "parents' charter", and was chief whip on the ILEA from 1978 to 1980. As MP for Streatham, he has taken a regular part in parliamentary debates on education, and was a member of the select committee on education. But his right wing views on education and lack of political experience may make him easy meat for the civil servants.

He was born in 1929, and was educated at Radley, now famous through television and the school that produced Mr Mark Carlisle, the outgoing Education Secretary. After Worcester College, Oxford, he went to the University of Texas, before starting a career in advertising. He married in 1960 and has two children.

Court action ineffective, report says

Why the seeds of truancy are sown at home

by Richard Garner

An investigation into school truancy has shown that most of the children whose parents are taken to court over their absences were still staying away from school a year later.

Now the Nuffield Foundation has given a £300,000 grant to the researchers to carry out a more detailed investigation into ways of producing better attendance at school.

Research carried out by the University of Sheffield's Department of Education, has dispelled the myth of the school truant as a naughty child who stays away to have a good time and gets into trouble.

Its investigation revealed that poor attenders often came from homes which were financially deprived, where parents were unemployed, suffered from chronic ill-health or depression.

"Many of the children were absent because of responsibilities at home or because they were under such stress that school attendance became irrelevant." adds the Nuffield Foundation.

"Well over 85 per cent of pupils against whom formal action was taken were failing to attend at the average level for the city a year after action was taken." he adds.

The two-year follow-up survey is one of several being funded by the foundation, whose annual report is published this week. Others include moves to develop the use of communication aids for the severely handicapped and a remedial training programme for children with reading difficulties.

In all, grants of more than £400,000 had been awarded to 250 organizations under the foundation's education programme, the annual report says.

However, it adds: "It is perhaps not surprising that the pattern of applications has begun to reveal a certain sameness and that the number of applications for support for genuinely original ideas seems to be declining.

Talks on London weighting

Teachers' leaders will meet local authority representatives today to see if they can persuade them to increase their offer of a 7.5 per cent increase on the weighting allowances paid to teachers who work in Inner and Outer London.

Their chances of persuading the authorities to budge seem slim. The teachers' panel of the Burnham committee, which negotiates pay, had been seeking a 13.6 per cent increase in line with the increase in the cost of living.

However, teachers are pinning their hopes of a breakthrough on a meeting between the local authority representatives and representatives of the local government white-collar workers' union, the National and Local Government Officers' Association, which was discussing the same question on Wednesday.

During earlier negotiations, the local authority representatives had made it clear they were not prepared to offer any increase at all to the allowance paid to teachers who live on the fringe of London.

John Freeman and Ingram Legge, from Shrewsbury School, with their project Invs-Retro – a dentists' wheelchair aid – have won the award for the Young Engineer for Britain.

New pupil costs prompt Norfolk protest

by Sarah Bayliss

The finance chief of an English county has produced a toughly-worded document on the savings his education service could make if it spent only the national average on each child.

Mr Geoffrey Ellis, county treasurer of Norfolk, says that £3.6m would have been saved this year if Norfolk's spending per pupil were reduced to the average for the 39 English shire counties.

In a report to the education committee he says that, according to the latest statistics, "It is no longer appropriate to regard Norfolk as a low spender compared with other countries . . . Norfolk is a high spender."

Mr Ellis has had an advance copy of estimates for spending by local authorities in 1981-82 produced by the Chartered Institute of Public Finance and Accountancy. The statistics are due to be published next week.

He says Norfolk now ranks seventh out of 39 shires for its spending on each primary pupil and eighth for its spending on each secondary pupil. It has jumped from 12th and 16th places respectively since last year's tables were produced.

In primary education the cost of educating each pupil, including the cost of books, school transport and teachers, is £588 – 7 per cent above the shire average of £547 per pupil. The pupil teacher ratio in Norfolk's primaries is 22.5:1 compared with the shire average of 23.2:1.

In secondary education the cost of each pupil is £811 – nearly three per cent above the shire average of £788. The pupil teacher ratio is 16.9:1 compared with the average of 17:1.

Restored cuts see sacked staff return to their nursery

Several nursery classes in Nottinghamshire have started the new term by welcoming back former nursery nurses who lost their jobs two years ago.

In neighbouring Leicestershire a restoration of cuts means classroom helpers in primary schools have had their working hours increased. In Nottinghamshire the Labour council which won control in elections last May is fulfilling a manifesto pledge by employing 71 extra nursery assistants from September. They will cost £166,000 a year.

The extra jobs will mean nursery classes have a ratio of one staff member to 13 pupils – the ratio recommended by the Department of Education.

Under the previous Conservative administration the ratio was cut to 1:20. That decision hit the headlines when Mrs Eileen Crosbie, a nursery teacher, refused to teach a class of 40 with just one nursery assistant and was sacked for breach of contract.

Mrs Crosbie, who claimed her children would have been inadequately supervised, subsequently got her job back after the Labour council was elected.

Mr James Stone, Nottinghamshire's director of education, said of the new ratio: "Staff will be able to exercise their full supervisory role in looking after children both inside and outside the building – and individual children will be given more help and guidance."

The country now has five nursery schools and 124 nursery units attached to primary schools. A further nine units are proposed to open next year mostly in rural areas at a cost of £170,300. The county council has raised a supplementary rate to meet the cost of extra funding.

In Leicestershire, where the Conservatives lost their absolute majority in the May elections, the parties have agreed to pump £3.1m back into this year's education budget. The education committee has 19 Conservative members, 17 Labour, 1 Independant 1 Liberal with the Tory chairman holding the casting vote.

More cash will go into discretionary awards, school meals, repairs and maintenance, and the community colleges which Leicestershire pioneered have been relieved of their previous obligation to raise substantial funds.

Four win fight to stay put

Four teachers who faced compulsory redeployment from their school at the end of last term have won their battle to be allowed to stay where they are.

The decision by Brent Council to redeploy the four, who were at Sladebrooke School and included Mr Raj Ray, secretary of the Society of Immigrant Teachers, and Mr Hank Roberts, the school's representative for the National Union of Teachers, sparked off an angry protest from teachers who besieged their local education office and refused to go until they has spoken to a senior official.

Following a decision by the NUT to declare itself in dispute with the authority, the redeployment letters to the four were withdrawn and all reported back to school for the autumn term.

● Teachers from a secondary school in Brent who were suspended from their union in an unprecedented clampdown on unofficial union activity have now been reinstated.

Disciplinary hearings into complaints against 59 members of the NUT at Alperton High School in Wembley found them guilty of a breach of rules but decided to reinstate them. The teachers had been suspended from their union for a couple of months pending the hearings.

In brief

Northants grant delay

More than 1200 Northamptonshire students will not get the first instalment of their grant at the beginning of term. In the first week of October they will receive an interim payment of £400 for those on mandatory awards and £250 for discretionary grant holders.

The delay only affects students starting their first year at college. The education authority blames late announcements of new grant rates and term dates, a 16 per cent increase in applications and a new computer system.

Plea for school assessment

Half of all examination systems should include school assessment, according to Mr Malcolm Skilbeck, director of studies at the School Council. In an address to an annual course run by Hampshire County Council in conjunction with the National Union of Teachers, he said that the amount of support needed by teachers in their role as assessors should also be considered.

Weekend lettings

Essex County Council is scrapping weekend subsidies of school lettings in a bid to save heating costs and encourage organizations to hold evening events during the week. The move is expected to save £70,000 this winter.

Art project

A two-year art education project sponsored by the Arts Council and the Schools Council is being launched this month to look at ways in which visual resources can be used to teach art and help pupils to discuss their own and other people's work.

Cane to go

Corporal punishment is to be phased out in Lancashire schools over the next two years. The county education committee has decided to abolish it in primary schools from January and in secondary schools from September, 1983, despite opposition from teachers.

Sex education

Sex education should become compulsory in schools as part of a national population policy, according to a new report. Education for parenthood and population studies should also be given in schools, says the report by Population Concern, an organization run under the auspices of the Family Planning Association.

Boys will be boys

The Boys' Brigade annual conference in York decided not to admit girls into the ranks despite claims that a mixed brigade would have more relevance to the community.

Classroom rock

Budding classroom rock-stars are getting another chance at fame and a possible TV appearance. The second TSB School Rock Competition is looking for teenage talent to record two songs on a cassette – and one must be an original composition. The regional finals will be held early in 1982.

Leadership vote

The Socialist Education Association is balloting its 1,200 members and 60 affiliated organizations on the election of the deputy leader of the Labour Party to see which candidate they support. The result will be known tonight.

Announcements

How new technology can find its proper place in the primaries

by Virginia Makins

Public enthusiasm and the successes of a few pioneering teachers may result in a computer bandwagon that could set back the work of primary teachers, divert their energies, and end in failure and disillusion.

This was one conclusion of an in-service conference held in London on "Young Children and the New Technology", run by Oxfordshire, Leicestershire and the Inner London Education Authority last weekend. About 50 hand-picked teachers met primary advisers to discuss how microcomputers might be used in primary schools.

They agreed that it was vital that computers were not used to present programmed learning packages to children. Instead, children and teachers should be given first-hand experience of using computers, and they should start by being able to play with them.

Primary schools would need access to programmers to encode programs designed by children and teachers. Local authorities should experiment now with the use of micros in primaries, so that they would be used in a way that fitted in with good primary practice.

The conference members mainly agreed that properly used, microcomputers could have several uses in primaries. At the simplest level they could be used to reinforce basic skills, and older children might benefit from designing basic programs for younger ones. But they should virtually always be used with small groups of children to promote discussion, and not with individuals.

Children might use computers to handle data they collected, or to gain access to information (through things like Prestel.) Computers might help them acquire important intellectual skills, such as logical thinking, strategic planning and analysis.

It was essential that all work with computers related directly to other work children were doing: the conference teachers saw little value in logic games and simulation exercises practised for their own sake. Computers should not be used to provide children with second-hand experience when good primary practice depended on giving them first-hand experience. Working with computers might well expand the intellectual capacity of some children in ways not hitherto possible, freeing them from close dependence on teachers and promoting independent and confident decision making.

But it was already clear that, far from taking over some of the work of teachers, the introduction of computers would add to their work and responsibilities.

Unless teachers and children could see the point of computers as a useful everyday tool that they could control for their own purposes, as they control words and paint and clay, the machines would have few uses in good primary schools. It might well be that teachers will have to wait for impending advances in computer technology to make that possible.

'Gang of four' school to close

Governors have conceded defeat in their efforts to save a village school which has two pupils, two teachers and two classrooms.

They decided at a private meeting to recommend closure of the school at Cossall, Nottinghamshire pictured on the front of last week's *TES*. The county education committee will discuss it and a final decision rests with Sir Keith Joseph, the new Education Secretary.

The school had 81 pupils 10 years ago, but it has suffered from the declining birth rate and changes in catchment area rules, which allowed parents to send their children across the Derbyshire border to a new school a quarter of a mile away.

Mr Richard James the head teacher said "It is a sad day, especially when I think of all the children taught here in my 14 years. But I suppose it was inevitable".

'Pupils not taught how to learn'

by Richard Garner

Children in secondary schools are not taught how to learn and use the learning resources available in their schools says a Schools Council report published yesterday.

It is presumed by those planning school syllabuses that this skill will be "assimilated" while subjects are being studies, claims the report, *Information Skills in the Secondary Curriculum*.

It adds: "But as pupils reach the middle years of secondary schooling, the burden placed on them by the sheer quantity of facts and concepts that have to be learned increases, and the emphasis moves even more from the process to the product – from learning-to-learn to a short-circuited learning of the answers.

"Hard-pressed teachers of 15-year-olds, A level pupils or indeed any other examination classes, find themselves complaining that pupils can't find things out for themselves, can't make notes, can't organize their learning, can't write essays or reports – in fact can't study.

"In their turn, examiners in CSEs, O levels and A levels echo the teachers' lament."

The report says the teachers are concerned because pupils mindlessly copy whole sections of books, adding: "Even well-motivated pupils stumble through projects and essays, not quite sure what to do except find some books, read them, and write up as much as they can."

Assessment procedures in schools, the report suggests, should reward pupils' mastery in learning skill and that pupils could be asked for written accounts of how they went about researching and writing assignments.

It recommends that a curriculum committee representing all the staff should draw up a policy for the whole school about information handling, adding that pupils seeking information should ask themselves the following nine questions: What do I need to do? Where could I go? How do I get the information? What resources shall I use? How shall I use the resources? What should I make a record of? Have I got the information I need? How should I present it? What have I achieved?

Information skills in the secondary curriculum (Schools Council Curriculum Bulletin) is published by Methuen Educational, price £3.

Chaos warning

Social chaos is the inevitable result of growing youth unemployment, Mr Keith Davine, president of the Institute of Careers Officers said on the eve of the institute's annual conference, which takes place in Manchester this weekend.

Now TV lessons from space

These scientists are making the final adjustments to the aerial at Surrey University's satellite command centre which will track and activate UOSAT, Britain's first educational spacecraft due to be launched from California on Saturday, October 3.

The spacecraft, which was built at Surrey, will be launched by Delta rocket and should orbit for four to five years. It will be controlled by computer at Surrey.

Throughout its orbit it aims to transmit information, including pictures of the earth's surface, which can be displayed on domestic television.

Its work will interest school science groups and radio amateurs as most of the experiments will study how the ionosphere affects radio transmission and how changes in its behaviour affect solar activity and the earth magnetic field.

UOSAT's first sighting over Britain is expected to be sometime on the day of its launch.

Muslims advised not to set up their own schools

by Bert Lodge

Muslim educationists have been warned against trying to open their own schools at the present time.

If they persisted however, they were advised to consult as much as possible with Jewish, Roman Catholic and Church of England school boards.

Mr Tim Ottevanger, assistant education officer for multi-cultural education in the London borough of Ealing, told a conference of Muslim educationists at the London mosque last Saturday that this was not a good time for opening new schools.

The conference had earlier heard Dr Muhammad Iqbal, senior lecturer at Huddersfield Polytechnic, say that with county schools closing the time was never more opportune for setting up Muslim single sex schools.

"It is not a good time to go around opening new schools," Mr Ottevanger said. "Falling rolls mean neither local authorities nor the Government can be happy about new schools. Their concern is with the total number of places to be maintained. They will argue 'There are too many schools already, we can't fill the places we have got.' Selling you a school will continue the problem of too many places."

But if they went ahead with plans for new schools, Muslims should get all the help they can from the denominational school authorities already in existence.

"It's important to let the local education authority you approach know who they are dealing with. Yours should be a body with legal status and clearly defined membership. You need the sort of educational bureaucracy the Catholics, the Anglicans and the Jews have. Talk to them. They know the ropes."

Clear evidence of financial standing and the extent of public demand would also be needed, Mr Ottevanger said. It was also important to have a clear statement on admissions policy.

"Schools which segregate religiously are thought alright in this country. But what you are proposing is being equated by some with racial segregation."

Dr Iqbal called on wealthy Muslims in this country to help set up Muslim public schools. "They would cater for good Islamic education, as well as art and science like any other English public school in order to help our children grow up as artists, scientists and Muslims at the same time."

Dr Sultana Saeed, senior lecturer in law at London University, said single sex schools were preferable on educational grounds. Girls in mixed schools tended to drop out of competing with the boys. They may have been interested in science at 11 but they dropped it at 14.

She suggested Islamic summer schools lasting a couple of weeks for primary children should be established.

Mrs Ferdous Rahma, a teacher at Tower Hamlets Institute, London, did not agree that single sex schools were necessary for girls because they did not compete in mixed schools. "Islam may have given us full freedom but we women don't practise it anyway. Look at the way we accept mixed marriages."

Mrs Hyderia Hussain, a London Barrister, said that the first single sex Muslim school should be for girls with their mothers accompanying them. The school would have a special selection for training mothers in Islam.

After Norway . . . Bert Lodge on the defensive play of school football officials

Was the battle of Oslo lost on the playing fields of England?

Accusations that the seeds of failure of English soccer were sown in the schools were rejected this week by the recently retired chairman of the English Schools Football Association.

Mr Joseph Shaw a head for 26 years and former secretary of the Manchester schools FA, was referring to widespread criticism following England's 2-1 defeat by Norway last week.

"It always happens if we lose a game at international level everybody thought we should have won. They start looking for a scapegoat."

Mr Shaw was particularly indignant at suggestions of too much competition when players were still very young. Mr Lawrie McMenemy, manager of Southampton United, recently complained of "children competing for cups and medals at nine, 10 and 11 years old." He recommended games of five or six a side for enjoyment only.

"There only is one national competition at primary level and that is six-a-side," Mr Shaw said. He agreed though that local authorities ran 11-a-side competitions for primary boys.

This was condemned by Mr Allen Wade, Football Association director of coaching. "Children as young as seven are playing competitive football. The extent of participation in organized 11-a-side games was never greater." Mr Wade would like to see a reduction in the pressure of competition at all levels.

"I don't regard the World Cup as a good thing – nor the Olympic Games."

But Mr Shaw pointed out that the increase in the last few years of Sunday leagues for schoolboys had actually taken place under the auspices of the Football Association. "What's more, though, ESFA does not start international competition until boys are 15 the FA are keen to have us start earlier. But we're not happy about it."

Relations between the schools' association and the Football Association are not always harmonious. A considerable body of opinion within the FA, including it is believed the chairman, Mr Bert Millichip, thinks it a disaster that budding talent is in the hands of a bunch of amateurs – schoolmasters.

But this was defended by Mr Peter Lawson, secretary of the Central Council of Physical Recreation, to which over 200 sports governing bodies, both at national and schools levels, are affiliated. "It is true and not just for football that the national body and the schools organizations are often arguing. But the schoolmasters do a good job. Precisely because they are schoolmasters they exercise a pastoral role for the boys' good."

Despite Mr Shaw's defence of the extent of ESFA involvement in schoolboy competitions there does seem to be an abundance of cup and trophy football at that level.

Mr Alan Wright, a London PE teacher and soccer coach for over 20 years who writes frequently on the subject estimates that the five teams in his school, under-12s, 13s, 14s, 15s and 16s, take part in 15 competitions and play another 130 friendly fixtures between them in one season. Nor do they enter all the competitions open to them.

He advocates a complete withdrawal from all school 11-a-side competitions until the pupils are in their third year at secondary school. Up to then they would play only the six-a-side game and not even at inter-school level.

Everybody agrees that the pressure of competitive football must be eased but this still leaves another vexatious area – coaching. Mr Wade has firm ideas on this. "If a teacher must be properly qualified to teach French or maths or music why shouldn't he be required to be professionally qualified to teach or coach football?

Too much competition for the young enthusiasts?

"Talent in any activity is rare and football is no different. Talented players deserve the best advice, the best facilities and the best training and coaching."

The reality must depress him. A recent FA survey of nearly 300 district organizations revealed 60 per cent of masters-in-charge of the district team had no training in teaching or coaching the game. Only 5 per cent had the FA full coaching award. In 71 districts, team managers were not selected on any criteria of coaching or football experience, anyway.

The professional clubs are often accused of being interested only in talent when it is ready to sign forms for them. Incidentally this is where ESFA plays a useful role, Mr Shaw points out. With the Football League they have worked out the associate schoolboy scheme and before a lad signs, the agreement and signature of the school head, together with that of his parents, must be obtained.

But could clubs do more to improve the level of talent in the young? At one time, some local authorities employed pros or ex-pros as full-time coaches going round the schools but obviously their jobs were among the first to be looked at by county treasurers seeking to save money.

Mr Wright would like to see talented youngsters invited along to clubs in the evenings. He quotes Jack Charlton: "All the ideas in football come from the professional game . . . you can give teachers all the coaching badges in the world but it doesn't necessarily mean that they are going to pass on that knowledge or can coach as well as the professional footballers."

But can the clubs be relied upon? After England's disgrace in Oslo last week Bobby Charlton said: "I question whether a lot of clubs these days devote enough time to individually coaching their young players to go about their jobs on the field. Too much seems to revolve round team method. Much of what went wrong for England in Norway stemmed from this gap in a player's early education."

"Mr. Shaw would probably agree. He says:" look at our international results at school level. They are excellent. So what happens to the youngsters when they reach the clubs?"

Advisers for gifted pupils urged

by Diane Spencer

Education authorities should appoint advisers for "gifted education", Bella Wallace, education adviser of the Leonardo Trust says in a paper to be given at a conference sponsored by the trust in Cambridge tomorrow.

These advisers should also develop in-service programmes for teachers to make them more aware of the problems experienced by exceptionally able children.

Ms Wallace says it is often assumed that gifted children will succeed anyway; but research shows that without appropriate teaching, guidance, encouragement and understanding, many hide their skill and talent at the least, and at the worst develop into misfits.

She identifies three categories of gifted children.

First there are those who seem to succeed with the minimum of help. The second type have problems of varying kinds: they are hyper-active, or poor sleepers, or come from poor or inadequate homes, or are disillusioned with school.

The third group she calls the "covertly gifted": the shy, reticent, quiet underachievers who conform to the teacher's expectations.

Mr John Heaney of the Association for Science Education, in his paper, says he believes that project work is the most important effective vehicle for teaching science to gifted pupils.

It develops practical skills, initiative, interpretation of results and organized use of literature. "In short, it provides an introduction to some of the important processes of science."

Teachers cannot make provision for gifted pupils in isolation from the rest of the school community, he warns. Their opportunities can only be enhanced by overall improvement in teaching. We need to concentrate research, development and training on techniques for identifying and supplying the needs of individual pupils rather than aiming on teaching at some mythical average student, he says.

United action to go ahead – despite snag

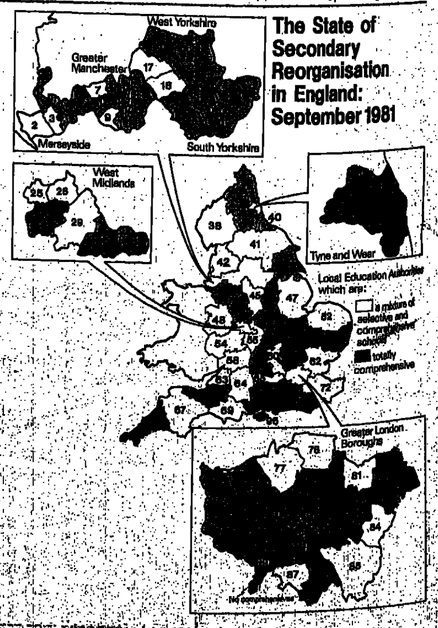
The plan to get all the public service unions – including teachers – to unite together this winter to defeat government attempts to limit pay rises has moved a step nearer.

However, moments after delegates to last week's TUC conference had pledged their unanimous support for the idea, it became clear just how difficult the task would be.

When the conference went on to debate a motion from NUPE instructing the general council to draw up plans for a campaign "including industrial action", it was pointed out that the general council could not commit unions to industrial action. The motion was passed nevertheless.

Correction

Owing to a technical failure in the printing process, the map which accompanied last week's articles on secondary reorganization was rendered meaningless.



The State of Secondary Reorganisation in England: September 1981

Key:
1 Sefton
2 Wirral
3 Liverpool
4 Knowsley
5 St. Helens
6 Wigan
7 Bolton
8 Salford
9 Trafford
10 Bury
11 Manchester
12 Rochdale
13 Oldham
14 Tameside
15 Stockport
16 Bradford
17 Calderdale
18 Kirklees
19 Barnsley
20 Sheffield
21 Rotherham
22 Leeds
23 Wakefield
24 Doncaster
25 Wolverhampton
26 Walsall
27 Dudley
28 Sandwell
29 Birmingham
30 Solihull
31 Coventry
32 Newcastle
33 North Tyneside
34 Gateshead
35 South Tyneside
36 Sunderland
37 Northumberland
38 Cumbria
39 Durham
40 Cleveland
41 North Yorkshire
42 Lancashire
43 Humberside
44 Cheshire
45 Derbyshire
46 Nottinghamshire
47 Lincolnshire
48 Shropshire
49 Staffordshire
50 Leicestershire
51 Cambridgeshire
52 Norfolk
53 Suffolk
54 Hereford & Worcester
55 Warwickshire
56 Northamptonshire
57 Bedfordshire
58 Gloucestershire
59 Oxfordshire
60 Buckinghamshire
61 Hertfordshire
62 Essex
63 Avon
64 Wiltshire
65 Berkshire
66 Cornwall
67 Devon
68 Somerset
69 Dorset
70 Hampshire
71 Surrey
72 Kent
73 West Sussex
74 East Sussex
75 Hillingdon
76 Harrow
77 Barnet
78 Enfield
79 Haringey
80 Waltham Forest
81 Redbridge
82 Havering
83 Barking
84 Bexley
85 Bromley
86 Croydon
87 Sutton
88 Merton
89 Kingston
90 Richmond
91 Hounslow
92 Ealing
93 Brent
94 Newham
95 LEA
96 Isle of Wight

Let children read 'real life' language, librarians told

Censorship condemned

School librarians should resist pressures to censor what young children read, the prizewinning children's author, Andrew Davies, has said.

He told the annual conference of the Library Association at Warwick University: "I favour no censorship about words at all. People should be represented as using words that would have been in character in real life."

So far as the choice of books was concerned he said: "I would hope you would choose vitality and literary excellence first". He thought it would be a good idea to shake up *ordinary* school reading such as Peter and Jane.

He understood librarians' difficulties about books touching on taboos such as sex, violence and drugs. "But", he said "I would resist suppression".

Mounting anger at the plight of school libraries was also expressed at last weekend's conference. In a vigorous attack on the state of school libraries revealed in a recently published survey, Mr Peter Matthews, the organization treasurer, said the time had come to exert political pressure. The results showed that six out of 100 schools had no real library but many were open only 10 hours a week and that many were run by unqualified assistants. Describing the picture as "staggering and appalling" he said: "Now the deplorable state of school libraries stands revealed. They have given us the ammunition: we shall put it in the gun and fire the bullet. The situation will get worse and worse unless we in the School Library Association get going".

Letters to MPs and others drawing attention to the problem had brought a sympathetic response. But, he said "sympathy does not buy books or provide staff". To get results from what he described as the "faceless bureaucracy" of the DES, the association must become a political pressure group and go into the attack with as many allies as could be persuaded to cooperate.

Judith Elkin, former head of children's library services at Birmingham City library said she feared teachers' attitudes to books which touched on other cultures remained unchanged.

The common view was that immigrants had chosen to live here and must accept the way things were taught. Her view was confirmed by Rosemary Collins of Methuen Childrens Books who said: "Teachers who have no coloured children to teach say they will not take multicultural books".

Public schools set to go independent – on microelectronics

by Philip Venning

The public schools are so worried that they will miss many of the benefits of the national microelectronics programme (MEP) that they are setting up their own microelectronics centre in Oxford.

Several public schools have been among the pioneers of computer education, and have helped set up the national programme, based in Newcastle-upon-Tyne. Mr John Coll of Oundle School, for example, is a member of the committee running it. But they feel that the national programme will inevitably be mainly concerned with maintained schools, and have now decided to set up their own centre at Westminster College, Oxford.

The centre is being funded by schools belonging to the Headmasters' Conference, the group of the best known public schools, for up to three years. A full-time director is to be appointed shortly, and work should start in the New Year.

Mr John Lewis of Malvern College, chairman of the working party that is planning the centre said that they would providing independent schools with the same sort of information service as the national programme. But they also hoped to cooperate with the national programme where appropriate.

● The Department of Industry is to finance a second Schools Computer Competition for all secondary schools and sixth form colleges. A hundred microcomputers will be awarded as prizes.

Entrants are asked to submit an essay of 3,000 to 4,000 words with illustrations and diagrams describing the use of a microcomputer for a single project involving students inside or outside the classroom. The prizes include 90 RML 380Z microcomputers, five star prizes of enhanced systems and five systems for special schools, which can be adapted to the particular needs of the winner.

Entry applications should be sent to the British Computer Society who are running the competition on behalf of the DoI. The address is 13 Mansfield Street, London W1E 2YZ and the closing date is January 15, 1982.

Rising births may prompt new schools

A high and rising birth rate in Bradford has prompted the local education authority to consider building a new primary school in the city centre.

The authority says that by 1986 the number of five-year-olds starting *school in some* districts will be up by 50 per cent on the number that started this term.

Mrs Doris Birdsall, Labour chairman of Bradford's education committee, said: "This new evidence confirms what we have been saying for some time – the inner city is the urgent priority for more school accomodation."

There was extra pressure on the inner city school because a policy for busing Asian children to suburban schools was being dropped. City centre schools were already full, said Mrs Birdsall, with temporary classrooms taking over playground space in some cases.

Mrs Birdsall said that a dispersal policy for busing Asian children out of the inner city was introduced in the 1960s because inner city schools were full. The Labour group was now dropping that policy over a four-year period because Asian parents wanted their children to attend local schools.

At a recent meeting of Labour's planning group for education a new 300-place primary school was suggested for the Manningham district to the north west of the city. More temporary classrooms, improvements to old school buildings and extensions were also proposed.

According to the council's policy unit, the authority, which includes the towns of Keighley, Shipley and Ilkley, has not suffered from falling pupil numbers. Bradford's birth rate began to rise in 1977 after a small decline.

By 1986, says the unit, there will be 7,500 five-year-olds starting school across the authority – 22 per cent more than started this autumn. In the centre of Bradford – surrounded by the ringroad – the number of five-year-olds will be 50 per cent up.

A unit spokesman said this week that the increased inner city figure was partly because the birth rate among Asians there was four times higher than that among whites.

Bradford's birth rate increases are higher than the national averages. The Office of Population Censuses and Surveys said this week that there was a slight rise in the birth rate at the end of 1979. By 1980 the birth rate had risen by 12 per cent.

How BL changed a teacher's view of careers guidance

Back at the drawing board – Mary Schofield.

On the road to the right job

by Hilary Wilce

Until last year Mary Schofield thought she was a teacher born and bred. Nothing in what she describes as her "typical" teacher's career – school, college, and back to school again – had led her to suspect otherwise.

A year seconded to BL changed that. Her experience of industrial life, from making a petrol funnel to sitting in on wage bargaining sessions and helping to launch the Triumph Acclaim, convinced her she could have enjoyed a career in industry.

This realization changed her view of career guidance. "I now tend to think that youngsters will fit into any number of niches. The job of schools is not to give a vocational direction but to prepare youngsters thoroughly and well so they are ready for whatever they choose to embark on."

This means developing the attitudes and skills people need to work in a complex world, she says. Part of this is to make pupils economically literate. Another part is to make them flexible enough to accommodate ideas of continuing education and changing job patterns.

During the coming year she will be helping to put such ideas into practice in schools in Solihull.

From her deputy head's office at the Heart of England School on the outskirts of Solihull, a mixed comprehensive with 1,100 pupils, she will be setting out two days a week to build bridges between borough schools and local industry.

A fellow Solihull teacher, Margot Boland, who spent last year working for the West Midlands Gas Board, has been appointed as a full-time liaison officer for a year, with the help of money from Department of Industry. Together they will be encouraging personal links, developing in-service training and looking at ways of changing the curriculum.

How, exactly, the curriculum needs to be changed is still an open question. But the lessons 44-year-old Miss Schofield learnt at BL will have a strong influence on discussions.

One of these was about the stresses and strains of the transition from school to work. Her first activity was to join an apprentice training scheme – along with three astonished leavers from her own school.

"There can be a good deal of discipline in such a training, something most youngsters probably think they are finished with when they leave school." There can be the discipline of standing all day, and of doing the same thing over and over again. Against this is the very real excitement of the first pay packet."

She was struck by the high level of oral skills needed by workers at all levels, and the importance of teamwork, in contrast to the competitive individual work often encouraged in schools.

"One thing that astonished me was the enormous variety of opportunities there are for young people in industry, in normal times." Many jobs demand organizing ability, resilience and guts. . . "Yet some of our difficult youngsters have got *just* these qualities. It's a question of how to channel that energy into a purposeful outlet."

From her year with BL Mary Scofield has brought away a crisp management vocabulary and an extensive list of personal contacts. One of her main aims now is simply to put education and industrial colleagues in touch with each other, to work out for themselves how they can best cooperate.

This is already happening at her own school where the head of craft, design and technology has spent time at the British Leyland training school, and the supervisor of the crankshaft line at Jaguar Cars has given O level students a presentation on the Jaguar engine.

Non-examination fourth years have been given a factory tour at BL, trainer has spent a day at the school, and an in-service training day has been arranged. Next month two BL managers will evaluate the management roles of the school's head (and his three deputies.

All such contacts, Miss Schofield stresses, help to teach industry about education. People in industry are often unaware of how greatly schools have changed. "And industry needs to be far more precise about what it wants from schools."

Until the end of the year she and her colleague will be concentrating on in-service training needs in the borough. After that they will be turning their attention to the curriculum. If ideas of change have still to be formulated, the objective of this work is clear.

"We are determined to make an impact on the curriculum," Mr Stuart Elliott, Solihull's assistant education officer in charge of secondary and further education, says. "We want to make people going into employment more articulate. We want to increase the sensitivity and awareness of future employees, not to turn out passive tools of the industrial process."

Young offenders treat courts with contempt, claims union

A teachers' union claimed this week that many young offenders treat juvenile courts with contempt because of their apparent reluctance to hand out punishments.

The National Association of Schoolmasters / Union of Women Teachers said delinquent behaviour "was a cause of much concern." Football hooliganism, many of the urban break-ins, and most muggings were blamed on young children.

The union criticizes the 1969 Children and Young Persons' Act saying that in the area of juvenile crime a court finds that the treatment of an offender is decided on a non-judicial evaluation of an offender's social requirements.

It has long been obvious that the system is held in contempt by a large number of young people, says the union.

It soon becomes clear to most juveniles that the sanctions available to the courts are limited. The youngster very soon loses any initial feeling of uneasiness when he sees the informality of the proceedings and the apparent reluctance to resort to anything resembling punishment."

The *NASUWT* concern is made clear in a new document, *Young People at Risk*. It says the Government's 1980 White Paper on Young Offenders, aimed at reforming the present law, will be condemned as reactionary harking back to the "bad old days" by some, while being welcomed by those who regard the Act as a "total disaster."

The union makes clear it does not want all young offenders locked up. The size of the problem means that custodial sentences becomes increasingly impracticable, it says.

But such sentences are necessary for "the hard core" of juvenile offenders, and community homes with education are an essential element in provision for young offenders, says the union.

It believes the White Paper alternative to imprisonment – intermediate treatment, which covers a range of activities to help the young – should not be widely used simply on the grounds of costs. Such a system would increase demands made on teachers.

Independent schools in challenge to Labour Party

Britain's fee-paying schools challenged the Labour Party this week to say why it does not regard people buying their own homes, but is against people buying education for their children.

The Independent Schools Joint Council, which represents more than 1,400 of Britain's 2,500 private schools, slammed the party's plan to abolish private education as an attack on parents' personal freedom and an "essay in social manipulation which is bound to fail."

It was hard to see said the council why a party with this philosophy should allow the private ownership of houses any more than it allowed private education.

The leaflet, *The Right to Survive*, reiterated the independent sector's main arguments for survival, including that it would cost the taxpayer £200m a year to meet the day-to-day costs of educating displaced children if their schools were abolished.

PC Vic Black plays a full part in running clubs for the handicapped (above and right).

Diane Spencer reports on how two local authorities have opened the classroom door to a new breed of police officer

How the West was won over

At 11.15 on a Thursday morning, Mrs Morgan, purely in the line of duty, produced a sherry bottle from a plastic bag, poured a large tot, and gulped it down; the class of 14 boys and girls watched closely.

In the meantime, PC Young prepared his breathalyser kit, telling the youngsters to imagine how difficult it was to assemble on a dark road in the rain. Mrs Rona Morgan head of the remedial department of Honicknowle Secondary School in Plymouth breathed into the bag and turned the crystals green. (Luckily she does not drive.) Then there was a discussion with the class of 14- and 15-year olds on the effects of alcohol.

This dramatic display of team teaching formed part of the school's design for living course and is an example of how Devon and Cornwall Constabulary use their team of school liaison officers.

The police force in the area employs 24 full-time officers who work in just over 1000 schools in the two counties. This scheme started in 1977 and now forms an integral part of the controversial community policing policy fully implemented by Mr John Alderson; the chief constable, in 1979.

Mr Alderson explained: "I did want them to go into schools in their uniforms – not as undercover agents. My fears were, when I first discussed the idea with Joslyn Owen, (chief education officer of Devon), a very enlightened man, that it would seem to be sinister. It used to be the tradition for us not to into classrooms: teachers did not ike policemen knocking around schools, but it is so normal now."

In his evidence to the Scarman inquiry into the Brixton riots, the Chief Constable emphasized the importance of building good relations with pupils, teachers and parents in the prevention of crime.

Moreover, policemen should help "the school community in its preparation of pupils to cope with life outside the school and in the development of good citizenship," he wrote. So apart from his liaison team, Mr Alderson has taken this idea further by funding jointly with Devon education authority, a post of moral education adviser.

"As we have a vested interest in better social behaviour as a part of crime prevention, we thought we had better help fund the project," he said.

Inspector Mike Hooper, who is in charge of schools liaison throughout the county, said at first his officers were put in charge of "the rougher element", but now they were used "right cross the board." They concentrate mainly on secondary schools, usually helping to teach some kind of social studies course, and on teachers' centres. "In many schools, we are written into the curriculum," Mr Hooper said. Primary schools are left mainly to the local community constable who calls on a less formal basis.

"Recruits must have credibility as police officers," Mr Hooper said firmly. "In no way are we setting up as teachers; we are a resource for them." Successful candidates go on a two week course at a local college and work alongside student teachers. "It was interesting," Constable Nigel Young said, "But I learned far more from watching good teachers teach."

In turn, students work with community constables for a day a week. Policemen also interchange with youth and community and social workers. "It breaks down barriers and shatters myths," Chief Inspector Ted Snow claimed. He is responsible for community policing in one of the three divisions in Plymouth.

Cooperation with fellow agencies including schools forms a large part of the job of community policing. Community constables were first introduced in Exeter, but to give the idea any credibility, they had to be used in Plymouth with its large population, higher crime rate and the nearest Devon has to urban deprivation.

The three Plymouth divisions each have a community sergeant and 44 constables. The whole force has 340. They are encouraged not only to get to know the "yobs" but devise ways of keeping them off the streets and out of trouble, and the constables are expected to become involved in helping the rest of the community.

As a result, most of them have helped to start youth clubs – often in the teeth of local opposition – form football teams, organize holidays for deprived children, raise money for charity, and, especially this year, help the disabled.

PC Roger Morgan, for example, helped to re-start a run-down youth club in his area which covers one of the roughest parts of the city, while PC Vic Black became so involved with the local Mencap group that he helps to run a club one night a week in his own time as well as one as part of his duty.

Part of the community constables' job is to travel with the football supporters and keep an eye on them during the matches. They claim it pays to know your local yob, even though you might not reform him. "There's no mileage in conflict," said Chief Superintendent Brian Phillips, head of one of the divisions. "At the end of the day our policy makes the job easier." He claimed that the CID who were traditionally "after 'feeling collars' now looked to the community coppers because he is the one in the know."

But the officers were keen to stress they were not "soft" on criminals. "The law is still applied; we are as firm as anybody," Superintendent Ivan Pollard, head of the Crime Prevention Support Unit at the force's headquarters in Exeter, said.

This was also made clear by members of the Youth Support Team in Exeter who are running a five-year project funded by the Home Office urban aid scheme and the social services. Four police officers and three social workers work together – in the same offices – to implement the spirit of the 1969 Children and Young Person's Act in the light of the county's community policing methods.

Although the team say they are aiming to balance justice and welfare in a reasonable way, they will take "firm action" when necessary. However, they prefer to use the courts as a last resort and claim that some of the community-based projects they use as an alternative can be equally demanding and harrowing.

One of their most imaginative alternatives is a "reparation scheme". Detective Sergeant Frank Sanders explained that this was an attempt to link the offender back to the victim to compensate for the damage he caused. "We have only had one in five of our proposals accepted by the victims – understandably". But he recalled one happy ending. Last year an eight-year-old smashed two panes of glass in a greenhouse. The owner reluctantly said he would have the boy for two hours every Saturday for four weeks to work in the garden. The culprit has now got so keen that he still works for his former victim, only now for pocket money.

But does Mr Alderson's community policing policy work? "I have always been convinced that it work but I have had to convince others including my own men. Now the feedback from them and the public is very positive." However, he said it was too early to show hard evidence in statistical form, but the scheme was being evaluated by a team from Cardiff University.

He would like Lord Scarman to take up his proposals for statutory backing to set up community policing as it is "pie in the sky" to expect it to come about by voluntary agreement. In Mr Alderson's view, the four main ministries responsible for law and order – Home Office, Health and Social Security, Education and the Environment – should jointly sponsor the creation of the system. At local level, community police councils with representatives from voluntary bodies, the police and councillors should be established.

Mutual trust and respect between police and public was essential. "The public will look after the police if they deserve it," he said.

Disco time at the St Budeaux Youth Club – restarted by PC Roger Morgan.

School to work

edited by Mark Jackson

Is it too late for action?

The Manpower Services Commission has named the day for the introduction of a vocational preparation programme – the comprehensive package of further learning, training, and work experience which everyone involved with the young unemployed has been urging. But has the commission left it too late?

The decision last week to go-ahead next spring could have counted on the warm support of Employment Ministers – the then Secretary of State, James Prior, and his Under-Secretary, Lord Gowrie. Both had repeatedly announced their commitment to turning YOP into a genuine training programme, to be the precursor of vocational preparation for all school leavers.

Now the question is whether the new men, who have not had time to develop the close practical and emotional involvement with the problems of the young jobless, will allow the MSC to move as quickly as it wishes.

The news this week that the commission is proposing to fall back on a watered-down version of a programme, which was to have supported the establishment of community enterprises to provide jobs, is an uncomfortable reminder that projects may suffer the fate of their ministerial backers.

The community venture idea, although strongly backed by Mr Prior, was primarily the brainchild of Mr Jim Lester, the employment junior minister dropped in the previous Government reshuffle.

But politicians learn quickly at the Department of Employment. Lord Gowrie, as a newcomer less than three years ago, told a meeting of Youthaid that he thought people worried too much about the young unemployed, who could usually cope well enough with the help of relatives and friends. Now his departure for Northern Ireland at Mr Prior's side is likely to be seen by many in the youth unemployment lobby as the loss of an expert friend at court.

Core of skills to replace YOP in two-year timetable

A new vocational preparation programme for the unemployed under 18s will be launched next April by the Manpower Services Commission, which is to phase out Youth Opportunities Programme over the next two years.

It is planned to offer all youngsters 12 months of systematic work preparation, starting with induction and assessment, followed by planned work experience and occupationally based training. Off the job training and further education will be mandatory. The programme will aim at ensuring a core of skills which will include literacy and decision making.

Proposals for a programme of this kind have been suggested often in recent years by educationists, youth organizations, the unions, and politicians, and Ministers have committed themselves to the principle of developing the Youth Opportunities Programme along these lines. But what is new is the firm timetable which the MSC's new director, Mr Geoffrey Holland, is putting forward.

He told the commission's special programmes board this week that it was envisaged that the new scheme would provide training for between 50,000 and 100,000 youngsters by April 1983, and for 380,000 school leavers and another 180,000 other jobless youngsters in 1983/4, when it would replace YOP completely.

Mr Holland's report to the board says that the new scheme needs to be fully defined by Christmas – presumably so that it can be put to the Manpower Services Commissioners and to the Cabinet in time for the spring launch.

The proposals came as a surprise to the board's members, who were expecting officials to defend the existing programme, and to offer further assurances that it would be improved. In recent weeks the board, which represents local authorities, education, the careers service, the youth organizations, and the voluntary agencies, has seen the criticisms it has been making for more than a year become matters of widespread public protest: television programmes on unemployment have been full of youngsters alleging that the programme is a "rip-off", and some have shown employers admitting that they are using YOP as a source of free labour. Last week, as a visitor to the TUC conference at Blackpool, the MSC's chairman, Sir Richard O'Brien, heard a succession of union leaders denouncing the present scheme as a waste of public money and a threat to jobs, and demanding that it should be replaced by genuine vocational preparation. Later, Sir Richard told the *TES* that the criticism would "sharpen the commission's awareness" of what it knew needed to be done.

MSC rejects scheme for community-run firms

A £25m scheme to set up community-run businesses to provide permanent jobs – many of them for the young unemployed – has been turned down by the Manpower Services Commission.

Instead, it will launch its own scheme in November to encourage local authorities and voluntary organizations to set up firms in partnership with businessmen.

The commission were told a year ago by the then Employment Secretary, Mr James Prior, to investigate the possibility of helping voluntary organizations and local authorities set up community enterprises.

They were to be called "enterprise ventures" and would have backing from local businessmen. Their aim would be to provide jobs rather than profits, but also pay their way.

The commission agreed to share with the Gulbenkian Foundation the costs of a six months' study by Mr Colin Ball, a former MSC consultant.

Mr Ball reported that there was scope for a major programme which would create jobs throughout the country, but that it would need arrangements to provide advice and technical help to the proposed enterprises, as well as financial backing for up to three years. He recommended the setting up of an agency with £25m to spend over six years.

Although the study was announced in Parliament, the Ball report has never been published by the commission: instead it will be issued at the end of this month at the cost of Gulbenkian.

Meanwhile, the MSC is hurriedly consulting voluntary agencies and public sector bodies over its own smaller scale scheme.

Under the scheme, any enterprise set up in partnership by an entrepreneur and a public authority or voluntary agency to create jobs will be eligible for help rather than community businesses, which are not mentioned in the MSc proposals.

The projects will have to be set up with a financial commitment from private enterprise as well as the public or voluntary sector to qualify. And they will have to satisfy the MSC – which may use banks to vet them – that they will be able to pay their way after not more than a year's help.

The help will probably cover the wages of employees recruited from the unemployment register or of other groups who would not normally be taken on by new small businesses. There may also be a contribution towards the salary of the entrepreneur running the business.

The MSC would also consider paying for staff training, and for helping to meet the firm's essential outgoings during the initial year. Preference will be given to projects in the inner cities and other areas of high unemployment.

The National Council of Voluntary Organizations is welcoming the proposals, but says that it is worried about the MSC's apparent lack of interest in community based initiatives and cooperatives, which it believes should be the main emphasis.

It is highly critical of the criteria, which it says are likely to exclude valuable projects.

Row grows over admission to union

Mick Farley: broader conflict developing over new FE.

A fight is building up in Natfhe, the college lecturers' union, over the admission of Youth Opportunities Programme supervisors and other non-teachers providing new kinds of vocational preparation for young people. Both sides believe that it will determine the future of the union.

An executive decision to admit nine YOP supervisors at Calderdale, Yorkshire to membership is likely to be challenged at the next meeting of the union's national council in November. Critics of the decision fear it will lead to an influx of non-teachers and that the union will lose its professional character.

A number of individual YOP staff have been admitted to Natfhe membership without any fuss during the past couple of years. What triggered the present row was that the Calderdale supervisors – who run a community service scheme under which YOP youngsters help old people, hospitals, and voluntary agencies – have been allowed to form their own branch.

Two of the Calderdale supervisors have been college lecturers.

The membership dispute was referred to obliquely in a speech in Liverpool last week by Mr Mick Farley, Natfhe's assistant secretary for further education, in which it linked it with a broader conflict which is developing over "the new FE", which provides vocational preparation.

Zimbabwe/Stephen Taylor

Formula for black and white

Paper outlines a more equal school system

SALISBURY: A major conference last week on the future of education in Zimbabwe was dominated by a paper delivered by a senior civil servant which authoritative sources believe forms the basis of the post-independence Government's formula for an egalitarian education programme.

The seminar, sponsored by the Ministry of Education and Culture and the Dag Hammerskjold Foundation, was held when the government of Mr Robert Mugabe, having considerably broadened the scope of education in its 16 months in office is assessing the long-term options in a fundamental reappraisal of school studies.

Although pre-independence divisions between black and white education have been merged administratively, the schools in rural areas serving the children of black labourer parents and the exclusive "community" schools of the cities whose pupils are mainly drawn from the white population might well be in different continents for all the similarities in the facilities and quality of education.

The aspirations of black parents were given impetus at the start of this school year with the introduction of an ambitious education programme which provided for the first time a secondary school place for every pupil qualifying for promotion from primary school.

A paper delivered by Mr Edmund Garwe, the chief education officer of the primary education development unit, took matters considerably further drawing on education in China and North Korea as models for comparison.

The manifesto identifies three stages in the education sytem: pre-school for children aged three to five primary education "emphasizing equally the development of literacy and psycho-motor abilities" and secondary education to "prepare children for university, technical and vocational courses."

The manifesto makes it clear that the last two stages will comprise a nine-year system.

Boys in Zimbabwe – different continents

Following on the theme of schooling on socialist principles, Mr Garwe made it clear that there would be no place in Zimbabwe for the "outmoded capitalist-orientated, selective system" which interested groups might seek to perpetuate "in the name of general or liberal education".

In its place, he said, should be a practical system which prepared pupils for the real world of work and which should be linked to self reliance – assisting with the building of schools, making school equipment, the raising of crops and animals and assisting with community projects.

On the aspect of production, Mr Garwe cited as models to be examined Zambia's education reform document and a booklet by President Julius Nyerere of Tanzania, *Education for self-reliance.*

Although he did not commit himself to a view on whether A level examinations should be retained, Mr Garwe said the provision of A level courses was involving underutilization of educational resources as many classes consisted of fewer than 10 pupils.

Technological skills were needed to meet Zimbabwe's demands in the shortest possible time and he questioned whether it was desirable that pupils who had passed O levels should spend another two years at school before starting at university or other higher education institutes.

Mr Garwe was critical of the examination system and the concept of success or failure.

If the state was to invest millions of dollars, for all children to receive a nine-year basic but relevant education, pupils should be evaluated to capabilities and potential, he said.

That could be accomplished by an appropriately designed system of cumulative recording over the nine years to be devised by the psychological service unit of the Ministry of Education.

Republic of Ireland/John Walshe

Primaries: enrolment age row

DUBLIN: A row has developed in the Irish Republic over the Government's decision to raise the age of entry to public primary schools.

The compulsory school-going age is from 6 to 15, but traditionally Irish children enrol earlier than they were obliged to. In any year, there are several hundred three-year-olds in formal schooling, while two-thirds of the four-year-olds and virtually all the five-year-olds are in school.

Now the Government has decreed that pupils must be at least four-and-a-half before they can enrol in the public primary schools which cater for 98 per cent (the number of private primaries is dropping steadily). Enrolments are being restricted to two days a year – in January and in June – this means that some pupils will be nearer five before they can begin.

Mr John Boyland, Education Minister, says the decision was taken to regularize entry and prevent disruption caused by children enrolling at different times of the year. He also says that it should prevent pupils leaving the primary system too early. However, he admits that cost savings were involved in the decision as well.

The Irish National Teachers Organization has reacted strongly and claims the move will cost them hundreds of jobs when the full effects are felt.

Other groups have protested that there is no state scheme of pre-school facilities: attendance even in a formal school setting is better than nothing at all, they argue. Mr Boland, has taken the point and promises to register existing private pre-school groups and see if he can get state aid for groups in disadvantaged areas.

Drop outs who end up unemployed

DUBLIN: One fifth of all drop-outs who left school without qualifications in the 1978/1979 academic year ended up jobless a year later, a survey by the Labour Ministry has revealed.

The survey in May last year traced the career patterns of 64,000 pupils who left secondary schools in the 1978/9 academic year.

Of the total leaver population, about 44,000 or 68 per cent were employed at the time. A further 13,000 (20 per cent) worked in a further education. The unemployed (including both those who had had a job and those looking for a first job) made up 7.6 per cent of the total or slightly more than 5,000 pupils.

The remainder were either unavailable for work (2.3 per cent) or had emigrated, (2.2 per cent).

The unemployment rate, however, was far higher for those who left without any qualifications. Almost 22 per cent of boys and 16 per cent of the girls in this catagory were unemployed. The report shows that half the unqualified jobless had had a job but had lost it.

Australia/Bill Purvis

Brixton style violence fears

The president of the Australian Teachers Federation says federal government policy on education funding will lead to "Brixton-style" violence among young people in five years.

Mr Jerry Tickell has accused the Government of encouraging people to send their children to private schools so that the increased numbers of pupils there would justify an injection of even more public funds.

The Australian Teachers Federation calculates that the federal government spends about £300 a year on each private school pupil and just over a third of that on each pupil in government schools.

However it said that the bulk of educational funds are provided by the six state governments and the allocation does favour government schools.

"I can see a pattern developing where we go down a socially divisive path to the haves and the have-nots," said Mr Tickell.

"In five years the pupils left in the public system will feel alienated while private school pupils will get the top jobs – that will create the kind of violence seen recently in the United Kingdom."

The Federal Minister for Education, Mr Wal Fife, rejected Mr Tickell's claims as themselves socially divisive.

United States/Olga Wojtas

Battery of witnesses in debate on 'minimum competency testing issue'

WASHINGTON: A debate has been taking place in Washington, sponsored by the National Institute of Education, aimed at clarifying the issues of minimum competency testing, (MCT), requiring secondary pupils to pass written tests in reading, writing and maths before being awarded their school diploma.

The three-day hearing, during which the "for" and "against" teams presented a battery of expert witnesses, was videotaped and will be broadcast by National Public Television later this month.

Leading the "for" team was Professor James Popham of the graduate school of education at the University of California, Los Angeles, who stated that MCT would restore a seriousness of purpose to education, and force schools to educate every pupil.

In the past, public schools had given diplomas to anyone who had simply attended school, whether or not they had mastered the basic skills, said Professor Popham.

While some people had the notion that MCT would be one more barrier in the path of slower pupils, especially minorities, it would actively help them, and motivate both teachers and pupils to work harder.

Students deficient in basic skills would be identified well before graduation day, and given the intensive remedial education they needed.

"Schools will no longer be able to shunt these young people aside," he said. "I believe students, more than anyone else, want their diplomas to mean something."

However, the "against" team asserted that the thrust of MCT programmes was not equality or equal opportunity but bureaucratic accountability.

Its leader, Professor George Madaus, director of Boston College's centre for the study of testing, evaluation and educational policy, said MCT was a political response to an educational problem.

"In many states tests are used as an administrative device in a struggle for political power and control over education. The state through the introduction of an external test with serious consequences, and by bureaucratic red tape and regulations, seeks to usurp control from local school districts over what is taught, how it is taught, what is learned and how it is learned," he said.

The test gave redundant information about a pupil's ability as teachers already knew which pupils needed help with basic skills. MCT would hold all pupils to a single standard, which would undermine efforts to develop individual education plans for the handicapped and learning disabled students.

Professor Madaus agreed that pupils had to meet certain standards. What he was questioning, he said, was whether these tests merited the trust implicit in using them as the sole or primary standard for decisions about a pupil's future.

"Doesn't it make more sense to entrust such important decisions to teachers, parents and administrators who work with the pupils day in, day out?" he asked.

Professor Madaus added that the minimum competency movement had swept across the country because of a mistaken belief that basic skills had declined.

"Basic skills are improving and were improving prior to the introduction of MCT," he said. "Publicised declined in scholastic aptitude test scores which are used for college admissions reflect deficits in more complex, higher order skills rather than a deterioration in basic skills. Concentration on MCT will only increase the decay in these higher order skills?"

Dr Terrell Bell, the Education Secretary, is a strong supporter of local competency tests, and in an address to the Education Commission of the States, advocated a maximum competency test challenging pupils to achieve better results in locally developed comprehensive exams.

Performance improved when it was measured, said Dr Bell, and when the results were fed back, the rate of improvement accelerated.

France/Barbara Casassus

Rigout unveils emergency training plan

PARIS: A first series of emergency short-term measures to widen vocational training opportunities open to 16-to-25-year-olds and other members of the labour force has been unveiled by Communist Training Minister Marcel Rigout.

The burden inherited from the previous government is "heavy", he said. Two hundred thousand young people leave the education system each year with no professional training and leave-for-training was granted to only 37,000 people in 1980, against 50,000 in 1979. The eventual aim is to enable one million young people in the 16-to-25 age group to find employment and to prepare 20 million "highly qualified" workers by the year 2000.

In the immediate future, plans are to increase the vocational training budget in 1982, to create 55,000 new training periods, of which 60 per cent will be reserved for women, and to raise trainees' pay by index-linking it to the national minimum wage. These moves are part of a two-year provisional plan, which includes the reform of present vocational training schemes and improvement to the instruction received by apprentices, as well as democratizing its management and control.

Marcel Rigout – "heavy inherited burden".

Echoing the Government's top priority concern to bring down the unemployment level (more than 1.8 million French people are without work), Monsieur Rigout said that instead of treating the casualties of industrial redeployment, vocational training should offer qualifications which turn technological progress to the advantage of both the working population and the country.

"For example, industrial robots manufacturing offers great potential for creating new activities and jobs. Developing vocational training is an investment for economic development, and this requires training to be open to all," he said.

Germany/Susannah Kirkman

Teachers accused of spreading political propaganda in schools

BONN: An attempt by the ruling Social Democratic Party to stimulate discussion of party policies among sixth-formers has been condemned.

Herr Peter Glotz, SPD party manager, has proposed that teachers should select suitable sixth-formers to take part in a series of nationwide seminars, beginning this autumn.

The coalition Federal Democratic Party chairman, Herr Burkhard Hirsch, has criticized the proposals as unconstitutional. He accused the SPD of "breaking the basic principle that teachers should not act to spread political propaganda among their pupils."

The seminar groups will be limited to 35 members. According to Herr Glotz, it is clear that those young Germans who "have their doubts about our official policies want to be approached in a personal way."

The West German Government is particularly concerned at the rise in pacifist and anti-militaristic tendencies in young people. Among the topics planned is: "the SPD and the army".

Sixth form protest over crowding

BREMEN: More than 500 Bremen sixth-formers are boycotting lessons in protest at overcrowded classes and a limited choice of subjects.

There are 36 pupils in one athletics course at the Parsevalstrasse Gymnasium in Bremen, and up to 27 in German and social studies groups, far exceeding the official limit of 18 pupils per class.

German sixth-formers are supposed to have a free choice of subjects but at the Parsevalstrasse school, only 36 drew lucky in a lottery to allot places in the biology class: 33 others had to choose another subject.

According to one of the biggest teaching unions, the GEW, shortage of teachers is to blame.

Cultural revolution policies hit standards in countryside

China reverts to primary principles

"We did bad things out of good intentions," Tang Huaqing, deputy director of education in the Yunnan province said. "We aimed too high and took measures which were too hasty."

During the Cultural Revolution in China, he told *The TES* in a recent interview, there had been a national drive to provide secondary school education for all. Primary school teachers were promoted to middle schools, and middle school teachers to secondary schools. But of the primary school teachers who were promoted, Mr Tang estimated, only 20 per cent are up to standard. Forty per cent teach with difficulty, while another 40 per cent are incompetent.

As a result, the standard of education in the Chinese countryside fell further than ever behind the cities, and very few rural students pass the annual national exam for admission to higher education.

So China is concentrating on the reform of primary education, aiming at universal primary education by 1990, a target already achieved in the cities. Ninety per cent of children on communes attend school, but only 60 per cent do so regularly. In mountainous and remote areas this drops to 30 per cent.

The Ministry of Education estimates that in the countryside as a whole only about 30 per cent of primary pupils are up to standard, and in remote and mountainous areas only 10 per cent. (The standard referred to is that the pupils should attain a mark of 60 per cent.)

Now the curriculum is being simplified and the subjects taught being reduced to just two – Chinese language and literature, and mathematics. Where necessary the course is lengthened by a year.

Though this is a period of economic readjustment, there has ben a massive increase in expenditure on education, and teachers' salaries have been raised. But great attention is being paid to the improvement of the standard of teaching.

"To raise their standards," Mr Tang said, "we must first of all increase the teachers' pay and then raise their social status. With raised pay and status, talented people will apply for such schools. To raise their status we will confer academic titles on teachers in normal schools and primary schools. The best teachers can be given the title of associate professor."

In Guangdong Province there are 53 teacher training institutes for primary teachers, enrolling 10,000 15-16 year-old junior middle school leavers annual for a three-year course. This means that the 30,000 primary schools in the province, with an average staff of 10, will get one more well-trained teacher every three years.

In addition there are some 60 schools running refresher courses of varying lengths from several months to two years, with 150-200 serving teachers in each.

In Yunnan Province there is at least one such school in each county. "When there is a new intake of students," Mr Tang said, "they stage a rather ceremonious occasion to give the teachers a sense of honour."

Apart from the full-time refresher courses most of the improvement of teachers is done by county teachers' research sections.

These sections study ways to improve teaching, and encourage more advanced schools to help the less advanced.

Primary schools on communes have a fairly high proportion of *minban* teachers – untrained men and women who were recruited into teaching during the years of expansion from 1949 onwards.

Peter Mauger

Courses

Letters

Esperanto: logical conclusions

Sir, – Susan Norman proposes that there be a new dialect of English for the international user (August 14), with such simplifications as the reduction of tenses to three. Reduction of a language to its basis and essentials does, no doubt, limit its resources, but she is right to argue that for practical international purposes the gain would outweigh the loss. The real difficulty, however, is not for the foreign learner but for the native speaker. He has to unlearn so much. Even if British and American business men were to school themselves to such restrictions, the ordinary native that the foreign visitor meets hardly will.

Such an international dialect of English will not just grow by itself (a local "pidgin" may, but that is different). Apart from the highly desirable aim of teaching English to foreigners in a way that gives them a command of its essentials easily and quickly the only way such an international dialect of English could be established, if it were to be consistent, would be by an inter-governmental decision. And this is the difficulty.

The need for some international auxiliary language is painfully obvious. However much businessmen may use English I am certain that no Frenchman or Russian would agree to the acceptance of English alone. The language chosen would have to be neutral as between different countries, for otherwise all but those having the chosen language as their mother tongue would be at a disadvantage they would never tolerate. The logic drives one to a language like Esperanto.

Susan Norman is ready to learn things from Esperanto but she says it has failed to catch on. It is in fact used by a great number of people, certainly enough to establish its validity. But it has not been learned by the majority of people who have to engage in international communication. It has done about as well as any such language could, short of being given official status by an inter-governmental decision. I am no mere enthusiast: I have used it in speaking, reading and publication, and I have seen it work internationally. I have some impatience with those who "know" that it is not a real language and cannot work, though they have never taken an opportunity to see it working. But I would not mind if a revised Esperanto, or some other simple but neutral language with the same purpose, were officially adopted (though I doubt whether, apart from details, we could do much better).

What is clear is that with ever-increasing international communication the present situation cannot continue. The international language adopted must be easy to learn, adequate for practical purposes, and politically and culturally neutral. I think that politically (and almost certainly pedagogically also) a language devised for such a purpose will be more satisfactory and more acceptable than a new dialect of English which has to be learned not only by foreigners but by native speakers – who almost certainly won't.

LIONEL ELVIN,
4 Bulstrode Gardens,
Cambridge.

Sir, – With great interest I read the article of Susan Norman regarding a new form of Basic English which should act as a competitor to the international language Esperanto (August 14). Unfortunately, her "new dialect of English" suffers from the same flaws as its predecessors. No self-respecting foreigner wants to speak second-rate English. Loss of pride and loss of face are far more important than ease of learning. No, English is doing fine as it is. Let us leave it well alone. English has still a long life ahead as the main international language of the world, and its use will only decline when national pride in other countries force a different solution onto the world.

What worries me more is the effect internationalization of English has had on England itself. To what extent are we sacrificing the local English culture in promoting English abroad? Perhaps we more than the foreigners abroad have need for Esperanto to succeed.

PHILIP BUTTINGER,
The Polytechnic of Central London,
School of Engineering and Science
115 New Cavendish Street,
London W1

No Welsh

Sir, – For most of the year I live about three hours motoring distance from a neighbouring country which I regularly visit. In the part I visit most of the natives do speak English in addition to their own language.

I thought that this year, out of sheer politeness, I would make an effort to learn their language, so that I could at least converse with them at a simple level.

At the local "night-schools" I was offered French, German, Italian, Spanish, Russian, etc. But no one had a course in the language of our nearest neighbour – Wales.

ERIC GREENWOOD,
201 Garstang Road,
Fulwood, Preston, Lancs.

Think bike

Sir, – Of course the Cycling Proficiency Test doesn't guarantee a child that he won't be hit by a car. Only car drivers can do that. Cycling is not "dangerous"; cyclists are exposed to danger, which is a completely different thing.

Headmasters who ban children from cycling to school are exceeding their authority, to say the least, and probably don't appreciate the transport problems that some children face. Forcing the child to walk is not a kindess: on a road without pavements, the child presents a target for a longer period of time.

Sixteen bikes can be parked in the space taken up by one parked car, so the solution to the space problem is simple. The head should stop the teachers from parking in the school grounds, and get bike racks installed on the space freed thereby.

Similarly, there is a solution to the problem of child cyclists who do not take care to be highly visible. It is to make "high conspicuity clothing" (the new term for yellow jumpers) part of the school uniform, along with crash helmets.

Other measures to improve cycling safety are within the gift of the local police and regional authority. These include speed limits in areas where cyclists arrive at the school, creation of cycle routes where possible and so on. Ask any cyclist for more ideas.

KEN JOHNSON,
Simmerside Farmhouse,
Old Dalkeith Road,
Dalkeith, Midlothian.

Accent on speech

Sir, – I confess I remain somewhat confused after reading John Honey's clarification of his views on accent and pronunciation (Talkback, September 4).

While I value his view that we should wish to retain "local varieties of accent", I fail to see how this statement can be practically reconciled with his view that "in certain contexts where 'educatedness' is at a premium, the use of certain accents is not appropriate". If I am right in assuming that what he means by "educatedness" is something like "giving through speech the impression of seeming educated" (as seems warranted by the context) I would quarrel with his view of what constitutes education.

In which language contexts, for instance, would Professor Honey have English teachers attempt to change pupils' accents? And how shall that large proportion of English teachers who speak neither his "marked" nor "unmarked" version of RP ask pupils to alter their speech? How, above all, should we respond to pupils' justifiably incredulous ridicule should we make such an attempt? All English teachers are surely concerned to improve pupils' capacity for clear, lively and effective speech; they can hardly do so while telling them, yet again, that they do not "talk" acceptably.

ED MARUM,
Erith School, Erith, Kent.

Stamp duty

Sir, – Annually, this institute, in common, I suspect, with every other educational or training organization, big company and nationalized industry, receives hundreds of requests for "Literature for the library." These requests emanate from schools, college, libraries and universities.

We are always happy to send off a few copies of any literature available, to arouse interest and maintain goodwill, but may I, through your columns, please ask those who make the requests to be reasonable in their demands? A large number of the concerns approached will be, as we are, small charities existing on an equally small income accountable to finance committees who are likely to query the necessity for one authority's careers service to receive 120 copies of each publication.

Postage costs for that number would be extremely high. Has it never occurred to anyone to send a stamped addressed envelope with their circular letter?

CHRISTINA M. REX
Training officer (examinations),
National Institute of Hardware,
10 Leam Terrace, Leamington Spa.

How not to select: vague job descriptions result in vague replies

Sir, – How refreshing to read a headmaster's advice to applicants for teaching posts when offered ". . . in a spirit of genuine helpfulness." (September 4).

May I now, as a frustrated, unemployed graduate and qualified teacher, currently writing a regular half dozen or more applications a week (and not committing any of the 20 deadly sins referred to by Mr Freeman in his article) take this opportunity to submit a short list of Please Don'ts – for the edification of headmasters and headmistresses of secondary schools everywhere.

Please Don't:

● Send out application forms which are (a) so poorly photocopied as to be illegible or (b) which reserve only two or three lines for the listing of the academic qualifications of a person who has been engaged in full-time education for the most part of his/her young life.

● Request a stamped addressed envelope for your reply and then not bother to forward one.

● Word your replies so mysteriously as to arouse natural suspicion and inspire mistrust on the part of the applicant, eg, ". . . Due to a misunderstanding this post no longer exists."

● Continue to advertise a teaching post when your choice of applicant has already been made – it is a waste of the hopeful teacher's time and stamp-money.

● Patronize applicants by advising them on the "expected" date that interviews will be held – in a letter posted to arrive the day before the stated date.

JANE A. TRESEDER,
The Briary, 36 Cowbridge Road West,
Ely, Cardiff.

Sir, – In reply to Garth Freeman's article on how not to apply I'd like to make a few points about how not to select.

Firstly, make clear in your advertisement what you actually want. "Scale 1, humanities" could be *almost* anything, and it's a waste of time for all concerned sending letters back and forth only to discover that the post isn't what one wants. Often this can go a stage further if the school specializes in sending out job descriptions which are either incredibly vague or incredibly cursory. It takes an hour to write a decent job application, and if, like me, you apply for 10 jobs a week, that's 10 hours wasted and a couple of pounds in postage. A good job description should allow you to write a good letter of application in reply and vague job descriptions result only in vague replies.

Secondly, remember that a lot of people applying for scale 1 posts are on social security, and postage costs are high. I think schools and colleges should bear this in mind when it comes to asking for sae's. Surely they are better able to afford postage costs than someone on £22 a week?

And then when it comes to rejections, please say if you are not going to send letters of rejection (or acknowledge applications) as it's more polite and it prevents us needlessly maintaining fantasies about that nice little post in Skegness or Scunthorpe for weeks on end. And give a date when the interviews will be held, so we know when those fantasies can be abandoned.

Then, for interviews, remember (again) that unemployed teachers find it difficult to raise the £75 needed to get from the South of England to the North and back again with an overnight stay, and can't really wait for the expenses sheet to grind its way through the intricacies of the local education department.

If the job is an inside job, for example if you have someone on a temporary contract actually doing the job, and doing it well, and if you have no intention of appointing anyone else, try not to advertise nationally, and, if you are obliged to do so, don't call people for interview from hundreds of miles away, because it's just a little bit annoying.

For the interview itself, make sure that things are actually organized. There's nothing more terrifying than being dropped in a staffroom full of stalwart tea drinkers talking about their mortgages with no idea who is who, when the interview will be, who will be interviewing you, or what the job exactly is.

And, finally, don't build up false hopes with rejected applicants. Don't say 'we may have a post available' if it's not certain. We live too easily on false hopes.

P. D. GRAY,
18 High Street,
Littlebourne,
Near Canterbury, Kent.

Sir, – Mr Freeman's article was sheer delight to read, but I am much concerned by some of the headmasterly attitudes which this delightful list of "don'ts" reveals.

For example, what is really wrong with saying one has a second-class honours degree? There is nothing evasive about this, except possibly when seeking a first appointment with little relevant experience to offer. A second is a good degree and the fact of having achieved this reveals far more about a candidate's capabilities than does the further difference between upper and lower divisions.

I find it most truly disturbing, however, to learn that to possess a lower second is to be like everyone else. The way that point slips into the advice suggests that those with other degrees either do not enter, or even are not welcome in, the teaching profession. I do hope that this is not really the case.

A point of equal concern arises in the advice over referees. Obviously a candidate for any appointment should make sure that referees are willing to give their support, and it is well to consider whether that support is worthwhile. But why should we be so insular as to consider only those referees who are resident in Britain, as the author clearly suggests? It is ludicrous even to imply that employment or residence abroad is of no significance in teaching, especially when one thinks of Britain's membership of EEC or present concern over the education of ethnic minorities, and it is manifestly unfair to discount in any way the value of recommendations obtained from people who live in other countires than one's own.

Of course, if a candidate does name an overseas referee, the school will have to write airmail and may have to wait a few days longer for a reply. However, proper organization of the hiring process should accommodate these needs just as it accommodates referees who are on holiday when the request for information arrives.

DAVID C. ARNOLD,
8 East Street,
Ashburton, Devon.

Sir, – To counterbalance Garth Freeman's article, may I suggest the to" (September 4), may I suggest the following which could relieve the anguish and frustration of many an interviewee. Such observations are aimed at heads, advisers and school governors, as appropriate.

● Don't ask the interviewee to justify the teaching of his/her subject. "Why teach maths, English, French, history etc?" Why breathe? You have advertised the post and are seeking someone competent to fill a vacancy, not a waffler.

● Make sure you know which candidate it is you are interviewing. Don't get them confused. Miss B. is not married with three children.

● Make sure any description of the school you make is up-to-date and not five year's old. Being corrected, albeit chummily, by the deputy head leads to embarrassment or wry smiles.

● Don't expect staff, usually heads of department to ask questions about their subject of interviewees, especially those recently graduated. Dust and rust have not got to the latter, yet.

● Remember you are there to bring out the best in a candidate and not vice versa. Your competence and intelligence are not at stake.

● Trick questions. If you believe/do not believe in hanging and flogging, say so before seeking the interviewee's opinion. It's reasonable to expect all staff to work within the established framework of the school. Explain it first. Then invite comment.

● Similarly, with setting, banding and mixed ability classes.

● See to it that refreshments are not brought in half-way through an interview. It is off-putting, the more so if the interviewee has been left out.

● Make sure the seating arrangement is suitable. The one, outside your office, reserved for the school's bully, is not. Why has the chairman of the govenors just disappeared into that armchair?

● Make sure that the benevolent self-made man/keen, enthusiastic, parent-governor has some inkling of what the school is like and what he/she is doing there. The school fair is not until the end of the year.

P. J. UMFREVILLE,
45 Moore Avenue,
Tilbury, Essex.

Sir, – I found many of the points raised by Garth Freeman to be not only amusing and relevant, but also recognizable. However, has the all-powerful headmaster and his education department ever considered the frustrations of the poor applicant as he wades through tortuous forms which seem to require information so obscure as to appear totally unnecessary.

Consider the poor aspirant as he struggles to plough through the complexities of yet another application form designed, as it would appear, to send him scurrying to his archives in a desperate attempt to find some almost forgotten detail of his life. Imagine him or her trying to fit his 10 O levels and three A passes into a space designed to accommodate two words or three at the most. Witness the applicant struggling to fit a monster four-page document into a typewriter in an effort to save the headmaster's eyesight and wondering whether or not he should also include his carefully designed and well thought out curriculum vitae. Finally, spare a thought for his pocket as he reads yet another advertisement requiring him to send off for application forms, 14p, the school posting them off to him, 14p, and his completed forms being returned, another 14p, a total of 42p. It becomes expensive.

I would like to suggest that the time has now come for some long needed reforms in the system and to offer the following alternative:

A form. If forms are still considered necessary, to be common to all authorities and kept in the offices of all schools. Thus, if a teacher wishes to apply for a post and application forms are requested he need only go to the school secretary and obtain one, fill it in and send it off. Savings to the applicant would be 14p and the advertising school would save the same. In the light of so many applicants chasing so few jobs the savings over a year or two would be considerable.

It should also be possible for education authorities to get together and design a form which would help the applicant and seek only strictly relevant information. Better still, all authorities and headmasters should recognize (as some already do) that by far the best method of judging an applicant's suitability is to ask for applications by letter and curriculum vitae, thus cutting out at a stroke the time wasting, expense and frustration of filling in yet another document seemingly designed to infuriate, and confuse the poor first time applicant and promotion seeker.

C. C. SANDERS,
Teacher/Librarian, St Dunstans School, Glastonbury, Somerset.

Sir, – The head of a school was recently reported as saying that 50 per cent of the interviewees for a senior post withdrew because of the high price of housing in the area.

Be that as it may, it seems a logical supposition that candidates with the requisite experience and qualifications for that type of post would already be householders and that the biggest difficulty in buying a house, that is finding the deposit, would not apply. It would also seem likely that before applicants were invited to attend for interview some indication of the local housing situation would have been given in order to avoid sterile and wasteful (not only of money) initiation of the interview procedure.

As most teachers are aware, there is a clause in invitations to interview stating that expenses will not be paid to any candidate who refuses the offer of a post (although some authorities will consider individual cases on their merit). There is therefore the problem of how to withdraw from interview, for whatever reason, without having one's expenses refused. Is it possible that the reason given in the above case, a reason with which most authorities are sympathetic, reflects this problem rather than the actual situation? If it does, then what a short sighted policy and what a lost opportunity.

It seems likely that at least some of the candidates who withdraw from any interview will be of very high calibre (after all, they can afford to be selective) and that they represent a golden opportunity to obtain a free, professional and confidential appraisal of the school as it appears to them.

We all know that our selection procedure is costly and although this is justified by the major investment under consideration (the appointment of staff) it behoves us not only to improve our procedures but to seize the opportunity to examine and assess the impressions we give to our colleagues.

JOHN MUTCH,
6 Chesnut Springs, Lychard Millicent, Swindon.

No defence

Sir, – We were surprised to learn from your article on the current difficulties at Harrogate College of FE (July 10) that we, the college branch of NATFHE, had sprung to the defence of the chairman of the National Front, Andrew Brons.

Though we have some reservations about the conduct of some aspects of the students' campaign, our resolution strongly condemned the policies of the National Front. We feel that the National Front chairman gains unmerited credibility through his association with an institution of education, in spite of the fact that his organization stands for policies which are the antithesis of the tolerant and democratic values to which education should be committed.

Furthermore, we endorsed an item from the NATFHE conference of 1978 which raises the important question of how far a profoundly undemocratic party should be regarded as part of the mainstream of British politics:

"Conference considers that a racist party is the antithesis of democratic politics, for such a party condemns what is unchangeable – a person's ethnic origins – while all other political parties seek majority support through things that can be changed through democratic activities. Conference therefore rejects the notion that the racist party is a political party on a par with any other, and considers that its evil and undemocratic nature should not be hidden by its legality. Conference condemns the National Front and all other racist parties."

This hardly constitutes a defence either of the National Front, or of its chairman.

CHRISTOPHER SHAW,
Branch secretary,
Harrogate College of FE,
23/25 Station Parade, Harrogate.

Valuable time

Sir, – I was surprised to read the statement in the Platform article of August 21; "It would take 50 years to produce school counsellors on the American model."

There are several excellent training courses in school counselling that are well established in this country. I attended a one-year training course at Reading University and half the students were from the Third World, illustrating the fact that our counselling training has its admirers in the Third World too, and not all their counsellors have been trained by Americans.

The tragedy has been that too few local authorities have seen the value of appointing school counsellors, so many trained counsellors have taken their skills back into teaching without necessarily having the title "school counselling". This must also indicate that it is misleading to talk of the "amateur efforts" of our teachers, for many trained counsellors are teaching and working in pastoral, care as I do as head of house in London comprehensive school.

E. R. COX,
West House,
16 Broom Water West, Teddington.

Excellent training

Sir, – Mr Finch's well-argued letter on the salaries of Group 1 heads raises just one of the anomalies in the structure of teachers' salaries. Let us look at the other extreme. At the top of any large comprehensive school we will find up to six people, a head, three deputies, and three "senior teachers", who do little or no teaching. Their valuable, or at least expensive, time is taken up with administration", much of it self-generating, and "management", most of which makes Graces Bros look like IBM. Meanwhile, Scale 3 and 4 heads of department, while admittedly well-paid, have to cope with large amounts of paperwork as well as a full teaching timetable, and scale 1 and 2 class teachers, the overwhelming majority of the workforce, are now having to do the same. The unions, as with Mr Finch's case, say little about this, for reasons I think I can guess.

MARTIN J. EDWARDS,
260 The Broadway,
Birmingham.

How to stop children reading without really trying

'Most children got only some 30 seconds each of the teacher's undivided attention.'

Major shifts in the ways teachers of 7 to 9-year-olds might teach reading are suggested in the report of the Schools Council project 'Extending Beginning Reading'. It gives a detailed picture of teachers' aims and methods, their effectiveness, children's views, and book provision. Virginia Makins summarizes the main findings and recommendations

What happens to children when they have mastered the basics of reading at about the age of seven? How do teachers try to meet the universal primary aims of getting them both to enjoy reading, and to use books more effectively? Which methods seem to work? These questions were the starting points of the major Schools Council project, directed by Vera Southgate, whose report was published last week.

The research took place in 119 schools from 14 local authorities in and around Manchester. It focused on seven-to-nine-year-olds of average reading ability. Several hundred teachers were closely involved in the research, meeting to discuss its aims, and contributing to the findings.

In addition, 12 "typical" schools from four authorities were studied in detail. Teachers in them kept logs of all their activities that involved reading and language skills. Researchers observed the teachers and children at work. They talked to children about reading and books, and examined the book stocks in the schools.

Book stocks

One main finding was that many schools simply do not have enough easy books for average first and second year juniors. Overall, there were fewer fiction than non-fiction books in most of the schools studied and often there was a particular shortage of fiction for younger children.

Many schools had a lot of tatty old books, both in the main library and in classroom collections, that were very unlikely to be used. Class book collections were often the wrong level for the children – most often, too difficult. Non-fiction books were mainly more difficult than the fiction.

The researchers point out how important it is that younger juniors should have easy enough books if they are to learn to enjoy reading: "a junior school library might perhaps be considered better balanced if it contained more books at easier levels than at advanced levels".

The report recommends that teachers should chuck out all dilapidated and unsuitable books, even if it leaves gaps on shelves. Each class is almost bound to have books that are too difficult for the children: these should be weeded out and passed up the school. (The reverse goes for too easy books – but there are likely to be many fewer of these.) Schools could then devote resources to plugging the gaps.

"Reading" books

Most teachers in the 119 schools in the wider study used some books from reading schemes. In the detailed study of 26 classes, seven used only one scheme, and 17 more than one scheme. In only one class were most children reading books entirely of their choice, rather than "reading books".

Wide Range readers was the scheme used most, but many others were used. Some average and above average eight-year-old readers were confined to schemes meant for infants – and sometimes to books intended for five-and-a-half-year-olds. Other average eight-year-olds were given books intended for children over 10.

Occasionally, infant reading schemes were continued with second year juniors of average and above average reading ability. Even where the books were at a more appropriate level, more than half the children had books that they could easily read on their own; reading them slowly with the teachers' help was a waste of time.

Many children spent three or four months on one "reading book". A few spent a whole year on one book. The researchers ask: "If children spend a whole year, or even three or four months, laboriously ploughing through one book with the help of their teacher, is this likely to encourage them to develop the habit of reading for pleasure?"

The report suggests that teachers should use the various lists available to grade all books in the school by level of difficulty, and then throw out the reading schemes with their "disjointed collections of short stories and other items", and let the children choose any book at an appropriate level.

They also suggest techniques for teachers to check individual children's reading levels, and then make sure that they can choose from books which suit both their reading skill and their interests.

Teacher assessments

Teachers working with the project were asked to estimate the reading levels of children six months after the beginning of the school year: 239 teachers returned results on 3,381 children. The estimates were then compared with the results of reading tests.

'I like reading a very lot when I find a good book.'

The research found that in any class of first or second year juniors, there could be a reading-age spread from five to 14. The teachers were more than six months out in their estimates of the reading level of 36 per cent of all the children.

Teachers were more likely to underestimate than over-estimate children's skills. The most glaring discrepancies between estimated and actual reading age were over three years. First-year teachers were more likely to underestimate pupils' skills, and second-year teachers to overestimate them. Girls were rather more likely to be over-estimated and boys underestimated.

The report recommends that teachers make sure that the reading materials reflect the range of ability in the class. They should be especially careful not to give children boring easy books, when they could manage more advanced and interesting ones.

The glaring errors of some teachers suggest all schools might re-examine their procedures for monitoring children's reading levels. Since teachers who had had access to earlier test scores were more accurate than ones who did not, teachers who distrust test results might think again.

Teaching methods

Information on teaching methods came from observation, and from teachers' logs kept for ten weeks in the 12 schools in the detailed study. The backbone of the method used by the vast majority of teachers was hearing children read individually.

Most teachers did this for 20 to 40 minutes every day, and sometimes for 60 to 100 minutes. But the observation showed that, while the teachers believed they were giving each child several minutes' reading, in fact most children got only some 30 seconds each of the teacher's undivided attention.

Meanwhile, the other children in the class were either queuing for help, or spasmodically getting on with their own work. On average, children in both first and second year classes spent 33 per cent on "diversionary activities." When they were working, the work was sometimes pretty unproductive – for instance, copying small pictures from a book.

While the teacher and a child were engaged on reading, it was extremely unlikely that they would be having any interesting discussion of the book, or what reading involves.

Writing lessons often followed the same pattern, with the teacher working flat out providing individual help on things like spelling, while the attention of the majority of children wandered for a lot of time. Very few seemed to use dictionaries: instead they waited for the teacher to help with spelling.

The report suggests that teachers might reduce the time spent on low-level help to individuals by more direct teaching of spelling, phonics and so on, either to the class or to small groups. They also suggest that if a few children at a time rather than the whole class, did "free writing", it would make better use of both the children's and the teacher's time.

They found that the comprehension exercises children did were very low-level and limited, and suggest that comprehension training should be much more broadly based. Above all, they suggest that teachers reconsider the use of their time.

"If a teacher were not driving herself so hard, for example by trying to give individual attention to 32 children in 20 minutes, she could experiment with methods of organization which might result in a more profitable use of the children's time so they learned more, practised more, and used their developing skills more."

A main suggestion of the report is that teachers should have fewer and longer sessions with individual children, to assess their progress, talk about books, help plan their reading, and encourage them to use the strategies of fluent readers.

All teachers read aloud to children at least once a week. The majority spent between one and two and a half hours reading aloud. They were much less likely to give children a chance to read to themselves. Children were carefully "surrounded by books", but rarely got more than 10 or 15 minutes at registration time to read them.

'If you're reading quietly in your head and you don't know some words you can just think.'

The children who got most time to read were the ablest, who could read books when they finished other work. Only three teachers mentioned that they sometimes sat down with their own book at reading times, so demonstrating that reading was an engrossing thing to do.

Teachers also were unlikely to give children much training in how to use books to get information. "Study skills" were rarely being effectively taught, nor were children being taught to use the library efficiently.

The two classes that made most progress in reading over a year had teachers who devoted time both to the teaching of study skills, and to discussion of books. One teacher had long personal reading sessions. The other devoted more time than other classes to topic work, and a lot of topic work was done at home.

The report suggests that schools should continue to look for a wide range of ways of interesting children in books – but that a lot of effort will be wasted if children are not given time to read in school, and a wide range of books – particularly of fiction – at an appropriate level to read.

They also recommend that each school should work out a detailed plan agreed by the whole staff to train children in the study skills needed for topic work.

Children's views

The researchers interviewed 50 children to find out their views on books and reading. They found that the younger children tended to like funny books, while the second years were beginning to like exciting adventure and mystery stories.

The books they most disliked were ones they considered "babyish" or "silly". More children dislike the books they were reading at school because they were too easy than too difficult. Juniors liked their books to look grown up, with small print and not too many pictures.

'When you read to other people it makes you go slower.'

Three-quarters of the children said they preferred to read silently to themselves than aloud to the teacher – and there was some evidence that some of the other third had bad reasons for preferring reading aloud.

The children's views suggested that the practice of reading aloud, with its emphasis on sticking on single words, is giving them a limited view that reading was simply decoding every word. Many children had a battery of tactics for getting over words they did not know, when reading to themselves.

The report suggests that teachers of average readers of seven to nine should stop insisting on them decoding every word, and encourage them to concentrate on meaning. "The question teachers should be asking is whether or not the child is making sense of what he is reading."

Extending Beginning Reading by Vera Southgate, Helen Arnold and Sandra Johnson is published by Heinemann/Schools Council (£5.20).

Measured performance

Tom Gorman describes the methods and findings of the APU's first report on the language performance of 11-year-olds

The first of a series of five annual reports sponsored by the Assessment of Performance Unit of the Department of Education on the language performance of 11-year-old pupils has recently been published. The report presents the results of a survey in May 1979 which involved about 13,600 pupils in 913 randomly selected schools in England, Wales and Northern Ireland.

The report describes the results of the assessment of pupils' performance in reading and writing and includes a study of their attitudes to and preferences for different types of reading activity. The research team was also asked to investigate the feasibility of assessing performance in activities involving listening and speaking and, from next year, the surveys will incorporate assessment in these modes.

The survey was carried out on behalf of the APU by a research team at the National Foundation for Educational Research, working with a steering group of subject specialists, convened by the APU, and with liaison groups of teachers in different parts of the country.

The scope of the APU surveys is therefore much broader than that of the previous national surveys carried out between 1948 and 1964. Those only investigated the reading ability of pupils aged 11 and 15 and the evidence was limited. This was because the two measures used in such surveys were sentence-completion tests, in which pupils were presented with a number of incomplete and uncontextualized sentences and asked to complete these by selecting one item from a list of words. The results of such tests provided no direct information about the ability of pupils to carry out the practical reading tasks with which they are faced in school or outside.

The measures used in the APU surveys to assess reading performance, in contrast, are ones in which pupils are asked to read materials that are similar in form, content and variety to those they might meet in daily life. Most of the reading tests take the form of illustrated booklets, each containing materials relating to a single theme or story.

In reading the booklets pupils have to interpret individual passages in relation to other relevant passages, using cues such as a table of contents or index, where these are provided. They are required also to vary their methods or strategies of reading according to the form and function of the materials being read and their own reading purposes.

The results of the 1979 survey indicated that the proportion of non-readers among 11-year-olds is very low. In dealing with a reading test containing 56 questions, for example, less than 3 per cent of the sample answered fewer than 10 questions correctly and less than 1 per cent fewer than five questions.

In discussing the findings of the language survey, we intend to refrain from making detailed comments about overall levels of performance until information from a number of surveys is available. However, each of the survey reports will contain a detailed analysis of responses made to a number of specific reading booklets or writing tasks. The report on the 1979 survey, for example, includes a commentary on the pupils' answers to two of the reading booklets used. Facsimile copies of the two booklets are included in a folder at the back of the report.

In spite of the radical differences between the types of reading tests used in the APU survey and those used in previous surveys, it is possible to relate the results of the 1979 reading survey to those obtained in earlier surveys. A sub-sample of pupils was asked to complete both a reading booklet and the test used in national surveys since 1954, and a link was established on this basis.

The report provides a great deal of evidence about pupils' voluntary reading activities and their attitudes to reading in general. It was thought to be essential to investigate not just whether pupils *could* read but whether they *did* read and whether they regarded reading as a source of pleasure and personal development.

The results of the survey indicated that the prevailing attitude to reading among 11-year-olds was positive. This was particularly so towards the reading of stories, and this attitude was not confined to those whose performance on the reading test showed them to be good readers.

Among the mass of evidence presented in the report about pupils' attitudes to reading, two points might be noted here. The first is that a large majority expressed a preference for reading at home rather than reading at school or in a library. It could be inferred from many of the responses given that some of the conditions that pupils tend to associate with sustained independent reading were not available in many schools, or indeed in many homes, except in the relative privacy of a bedroom. While the majority of pupils expressed a preference for reading at home, about a third of the sample also indicated that they seldom had the opportunity or inclination.

In the attitude study there were a number of statistically significant differences between the responses of boys and girls. For example, a lower proportion of boys than girls expressed a preference for stories as opposed to poems and a higher proportion preferred to read about their hobbies and to read books providing factual information. The differences in response between boys and girls extended to such matters as the amount of reading done voluntarily as well as the types of reading matter preferred.

A statistically significant difference in performance between boys and girls was also evident in the study of pupils' writing performance. Girls performed better than boys on all of the writing tasks, whether their performance was judged through impression marking or by a panel of analytic markers.

In the writing survey, pupils were asked to complete one of ten different writing booklets. In completing a booklet they had to write two essay-type tasks and a shorter writing task such as an exercise which involved editing a short composition written by a pupil of their own age. Pupils were also asked to provide brief written answers to questions about the types of writing they enjoyed.

The essay tasks included activities which might normally be included in an English lesson, such as the writing of fiction or autobiographical narrative, and activities which would be more associated with other areas of the curriculum. In each case, care was taken to ensure that the purpose or purposes for which the writing was to be undertaken was clear to the pupils and that they had in mind a specific audience or readership.

All the essays were double impression-marked by a panel of experienced techers. A sub-set was also marked by a different panel with reference to criteria such as content and organization, appropriateness and style, and knowledge of a range of orthographic and grammatical conventions used in written English.

The report includes a detailed analysis of pupils' performance on four writing tasks. Those involved writing a report, telling a story, writing to change a friend's state of mind, and writing a letter of request. Examples of the pupils' writing are cited and these illustrate the fact that the various writing tasks impose different demands on the pupils. For example, pupils found it easier to handle *content* and *organization* in writing addressed to a friend, than in writing a more formal letter of request.

However, when the two tasks were assessed in terms of the pupils' knowledge of grammatical conventions used in written English, the relative difficulty of the tasks was reversed. In observing the formal constraints of the letter of request pupils were able to avoid some of the syntactic problems associated with more improvised expression while being faced with more complex demands in relation to other aspects of their writing. The application of the analytic criteria by the panels of assessors provided one way of indicating what these demands were and how they varied from task to task.

More than 95 per cent of the pupils whose work was assessed analytically showed sufficient mastery of orthographic and grammatical conventions used in written English for what they wrote to be understood on first reading. The majority of pupils showed some awareness of the need to provide writing that was stylistically appropriate to the audience they envisaged, although, understandably, relatively few pupils had mastered the range of stylistic resources that might be employed for this purpose.

The written work of more than 10 per cent of the sample was judged to be flawless both in terms of the knowledge of surface features of writing and in terms of the content and organization of what was written.

One of the purposes of the surveys is to relate certain of the findings about performance to a number of background variables. I have mentioned the fact that the sex of the pupil was taken into account in interpreting the results. Another factor considered was whether English was the first language pupils learned to speak.

Evidence was also obtained about relationships between pupil performance and a number of school variables. For example, the mean scores of pupils in reading and writing tended to decrease as the proportion of pupils entitled to free school lunches increased. This result may be taken to provide evidence on a national scale of a fact that has been noted in a number of smaller scale studies: the less affluent the catchment area is, the lower the level of performance tends to be. However, the extent to which this was the case varied in different locations and further research is needed to shed light on such variation.

Schools in the survey samples were categorized as belonging to one of five regions (North, South and Midlands in England, Wales and Northern Ireland). There were a number of statistically significant regional variations in performance. For example, pupils in the Midlands obtained significantly lower mean scores in both reading and writing than pupils in other regions. It would, however, not be justifiable to derive firm conclusions about such variations on the basis of a single survey. Moreover, as the report emphasizes, differences in performance that are statistically significant are not necessarily significant in educational terms.

The information given in the report about the relationships between school variables and pupils' performance will, no doubt, be of some interest to teachers, but my own view is that it is the detailed analyses and illustration of pupils' responses to different tasks that will be of most interest and relevance to them.

While we have had to keep in mind the interests of other groups of readers in writing the report, we have tried, with the assistance of our colleagues in the steering group, to keep the concerns of teachers constantly in view. We look forward to hearing from members of the profession whether our performance in this respect adequately reflects our intentions.

Tom Gorman is a Principal Research Officer at the NFER, and leader of the APU Language Monitoring Research team.

Talkback

Taking notes

Peter Friend
Mary Benjamin

The skill of making notes, as part of a wider programme of study, library and judgment skills, is acknowledged by most teachers as a necessary tool for learning. The Bullock Report saw note-making as an important aspect of the skills of reorganizing and relating ideas, but concluded that, "large numbers of pupils pass through school without ever learning to make notes efficiently".

There is little evidence that such skills are explicitly taught in schools, although there are programmes in the sixth form of the secondary school. Where they *are* taught, learning often consists of the performance of arid, isolated exercises. All those who have passed through higher education know the struggle to learn efficient methods of study and note-taking for themselves. Lunzer and Gardner's survey in 1979 on *The Effective Use of Reading* found that, in topic work in the lower secondary school, most of the time was spent in writing, but that this writing consisted mainly of copying verbatim, or with minor modifications, from a single text, randomly selected.

It is our belief that note-taking skills can be taught successfully in the junior school, so that children are performing at a high level by the time they transfer to secondary education. This is how we developed note-taking in our junior school with a class of eight to nine-year-olds.

As a start, children were taken through sequencing exercises and taught to listen carefully to short stories. The SRA Listening skills laboratory exercises were useful for this. The teacher then began, carefully and clearly, to tell a short stroy or relay a passage of information, instructing the children to write down the most important points. The use of stress, intonation and slow speech by the teacher was necessary here, especially at first, when children needed fairly heavy clues as to which were the main points.

Gradually, the teacher was able to speed up her speech and over-emphasise less. After this, children were asked to re-tell the main points and these were written on the blackboard in sequence. The pupils then wrote an expanded version using the skeleton on the blackboard and linking the main points together in sentences. Here, the teacher found the less able in the class still coping, but restricted in their use of linking words mainly to "them" or "and". This technique was then transferred to carefully selected passages, according to childrens' reading ability, from which children noted the main points, afterwards comparing what they had written with others who read the same passage.

These exercises were necessary for the next stage, which was applying note-taking techniques to summarising from books. The books were selected by the teacher to match each child's ability with a suitable text, but also to ensure at first that the information required was clear and readily accessible. Well aware of the danger of children copying passages verbatim, the teacher paired children to work together to produce one set of notes. More importantly for the later development of judgment and evaluative skills, each pair was given two books so that information from more than one source could be compared or contrasted.

Children read the relevant passages in both books, discussed them and together decided what were the important points to write down. It was delighful to see examples of contradictions or differing points of view emerging from the two texts used, and much lively discussion arose over whether Vikings sat down on chests when rowing their long boats, as one book stated, or whether they stood up, as another stated.

The next stage was the setting of definite purposes in the form of questions to answer from books, set and discussed before reading. In fact, the teacher felt that, in hindsight, this stage could have occurred earlier in order to focus childrens' attention to direct their reading and to make the task more realistic and meaningful. This was not done, as it was felt that this might overload the children at too early a stage.

However, the children now accepted the focussing of their reading, and began to show competent skimming and scanning skills in locating relevant passages in the books. The children were now taught to write down the title and author of the book they were using in order that they could easily find it later if they needed to re-check information or to find an appropriate illustration to accompany a piece of writing.

This stage was followed by the encouragement of children to choose books themselves, still from a collection pre-selected by the teacher. In this way, children could use their previous experience to find the best book for their purpose, and further develop skills. Alongside this, practice and teaching in the use of lists of contents, index bibliography etc. has enabled the children to become more sophisticated and discerning in their choice of books and relevant note-worthy passages within them, with much discussion arising, especially when conflicting evidence or opinion is discovered. The children have become conscious of the organisation of a reference book, noting the relevance of its date of publication, the usefulness or skimpiness of its index.

A critical attitude has developed among many of the children who are now quite prepared to evaluate a book on its content, layout, organization, accuracy and bias, and who can justify their judgments with illustrations from the text.

Peter Friend is the head, and Mary Benjamin a class teacher, at Irthlingborough Junior School, Northants.

Tertiary failure

Mair Roberts

Labour's national executive sub-committee's recent policy decision not to introduce a national system of tertiary colleges is ideologically indefensible. Like the 1965 Cabinet decision to "request" not "compel" l.e.a.s to submit plans for comprehensive secondary reorganization, it is a betrayal of socialist principles.

"Limited resources" is one reason given for the decision. This, however, raises doubts about the priority given to Labour's financial commitment to the abolition of independent schools, and to the guarantee of a maintenance allowance for 16-19 year old, at the third stage.

Any allocation of resources must, in any case, be seen against the mounting costs of a deteriorating pattern of anti-social behaviour, for which the present school system must take part of the blame.

What is even more in doubt is Labour's commitment to the principle of equality of opportunity, since a failure to go tertiary means a continuation of present inequalities. These are inevitable in a mixed secondary system with its inbuilt protection for the exercise of local authority "discretion" in the choice of 16-19 provision.

There is, however, no choice for 16-19 year olds'; their educational opportunities are determined by the accident of domicile. A future Labour government, if it is true to its principles, must legislate in favour of greater centralised control over education. For too long, the vagaries of local "circumstances" have taken precedence over national "needs".

Labour's decision will certainly encourage the growth of compromise schemes, involving schools and FE colleges. This extension of the old grammar/secondary-modern apartheid is socially divisive, and duplication of resources makes it economically wasteful. A tertiary system rationnlization of 16-19 education in the face of falling rolls.

The other alternative is the 11-18 school. Many of these are, however, faced with serious disciplinary problems, often arising from a failure to meet the divergent needs of the sixth and of the 11-16 age-group within the one institution. The ultimate solution for 16-19 year olds is full autonomy within a tertiary system and for 11-16 year olds a return to a stable "authoritarian" school environment, without which there can be no evaluation of the benefits of an orderly society.

Without this evaluation we can expect an escalation of anti-social behaviour. Without a change to a tertiary system, there can be no proper appraisal of the objectives of 11-16 as against 16-19 education. There will certainly be no early implementation of curricular reforms urgently needed, at both stages, if we are to solve present problems.

Despite these considerations, fears of "alienation and uproar" persuaded Labour's working party on the provision of 16-19 education not to advocate "a nation-wide switch to tertiary colleges".

Opposition there certainly will be from die-hard supporters of a selective system. What has been grossly underestimated is the extent of support from other quarters, persuaded as so many are of the merits of tertiary colleges as a natural development in the history of comprehensive education.

Given this as a more accurate assesment of public opion and a return to the Shadow Education Secretary's normally "aggressive" faith in socialist ideals, there is still time to modify what is, after all, a consultative document.

Mair Roberts was formerly head of English, Friars School, Bangor.

review

Young Lady from Buxton

By Colin Ward

Chronicle of Youth: Vera Brittain's War Diary 1913–1917. Edited by Alan Bishop
Gollancz £8.50
0 575 02888 2

When *Testament of Youth* appeared in 1933, its popularity was explained by the fact that it really was a testament of her particular generation of young, middleclass women who became adults during the first world war, for all those lost lovers, brothers and friends who had died in their thousands as junior officers. I can remember reading it as a boy on the eve of the second world war, when the author was well-known and active as a pacifist propagandist, and feeling both moved and irritated by it, and its assumptions.

My irritation was because, like many an inter-war child, I had heard continually the war stories of the other ranks, who didn't have those small comforts, like brandy, better billets, home leaves, and, for goodness' sake, servants, which must have made life a little better for the officers.

I didn't realise at the time that while the soldiers were killed off in their hundreds of thousands, the young officers had, individually, a much shorter life expectancy. They were expected to see that the men had dry feet, to set an example to them, lead them over the top, and restrain them from running away. This was much more lethal than keeping your head down and never volunteering for anything.

Their public school and OTCs had trained them for this very purpose (all Vera Brittain's young men friends had been to Uppingham), and even their academic advancement had been nurtured by the classical authors who, with one voice, declared that it was a sweet and becoming thing to die for one's fatherland. As recorded by commanding officers, chaplains and batmen, the last thoughts of many of these young men were that they hadn't let the old school down.

Testament of Youth was recently re-issued as a result of the television serialisation last year, which must have been one of the incentives for the publication of the diaries on which it was partially based. The present book is a distillation of these diaries to about half their original length, omitting material which was used by the author in her earlier book. She, apparently, had *hoped that* the diaries would be published as a separate volume, firstly in 1922 and later, just before the second world war, when she thought that "the present with its intense, life-and-death preoccupation with war and peace could hardly be more appropriate."

She felt that one of the things readers would learn from her diaries was the "unfitness of the youth of 1913 for its future" and that there was a contrast between the ignorance of that young generation and the knowledge of the generation she saw about her, but that the book would reveal the "universality of certain qualities which belong to youth in all ages – lovely idealism, glorious faith, pathetic verbosity."

Well, yes, they do reveal all this. They cover her life between the ages of 18 and 23, but are more than just the outpourings of a young lady from Buxton. Certainly they evoke a vanished world, where she is excited by the sermons and soul-searchings of the curate of a neighbouring parish, and regrets that he is encumbered by his pathetic little wife (who was probably his salvation).

Certainly she, like everyone else, was swept away by patriotic fever in 1914 and even, a grisly year later, is outraged because the soldiers who smashed up the shop of Mr Wenzel, the hairdresser, should consequently spend the night in the lock-up. "The Wenzels, father and son, are enemy aliens, and as such ought to have been interned long ago. They would have been but for the slackness of the authorities here."

But this is just period detail. The diaries reflect the efforts of their writer to move into a broader life than the atmosphere and the assumptions of her family home allowed her. She is so flattered when the university extension lecturer takes note of the quality of her essays, and finds that she can actually win her way to Oxford. She is only mildly resentful when her parents (as unloveable as anyone else's) dismiss her achievement, even though she realises that their attitude would have been totally different if she had been a boy. She is enormously excited by the wider horizons of higher education.

Then the whole atmosphere changes. Every young man of her acquaintance has joined the doomed class of junior officers, including Roland Leighton, with whom she has fallen in love. She becomes involved with his family, who belong to the cultivated literary and artistic intelligentsia. She herself becomes a nurse, and, coping with uncomplaining "Tommies" at the point of death, learns something of the physical awfulness of life, from which she has always been shielded.

It is as though she had always known that the fatal telegram would come. She copes with Roland's death, and with the succession of deaths of all her male friends, in the same pathetic and painful way as everyone else. Her own later thoughts were that "Today I feel sorrow no more; my grief is for those I have known and loved who were cut off before their time by the crass errors of human stupidity. I can only give thanks to whatever power directs the seemingly unjust and haphazard course of human existence that I have survived the sad little ghost of 1917 sufficiently long to know that the blackest night – though it never ceases to cast its shadows – may still change, for long intervals of time, to the fullest sunlight of the golden day."

That is the way people try to keep faith with those whom they have not only outlived, but outgrown. Changes in the literary language have altered the way in which we would express these thoughts today. We would simply say that time heals.

But two impressions remain from this book. One is of the remarkable fidelity of the television series of *Testament of Youth* which revealed very accurately the diarist addressing us. The other is of how the author, chafing at the restrictive environment of that Buxton home, listening to the sermons of the agonised curate, and above all, reading Wordsworth and Olive Schreiner's *Story of an African Farm*, prepared herself for the experiences she records with an astonishing maturity.

Glasses of plonk

Brian Alderson takes a sardonic look at the School Bookshop Association

At the end of last term the Council of the School Bookshop Association held a semi-public meeting at the Wandsworth headquarters of the National Book League. It was said to be a meeting "crucial for the future of the SBA", which phrase suggested that begging-bowls would be in evidence alongside the wine and cheese. As it turned out though, the crucial bit was the treating of attendant teachers, journalists, publishers and booksellers to a remarkable display of self-congratulation.

Richard Hill, the Association's Executive Director (at one time a market manager for Puffin Books) gave a highly professional account of his stewardship – employing lantern-slides to show the progress of the SBA towards financial independence, and saving to the last the news that Lloyd's Bank were to extend their sponsorship of the Association for three more (inflation-proofed) years. Pat Triggs, the editor of the SBA's bi-monthly journal, *Books for Keeps*, dwelt with enthusiasm on the way in which it sought to match the philosophy of Mr Hill's quasi-commercial activities. Here was a magazine to appeal beyond the narrow circle of "book-conscious enthusiasts", and with its circulation of 2,500 (and readership said to be much greater) its policy on children's books "to popularize but not to trivialize" was held to be a great success. (So much so that plans are now afoot to include more about hardback books, more about "book people" and more information on educational research – especially if more adverts are forthcoming.) "We know we are right".

It was during this euphoric display that at least one unsentimental observer began to harbour doubts about the nature of this noble enterprise – and thus remained comparatively unmoved at the end, when (as at all the best revivalist meetings) the audience rose to restify to its faith. For it may be true that the SBA is the best thing to happen to children's reading since education was invented (according to one headmaster whose wife helps out with the Association's affairs), but if so, then this is because of the assistance which it gives to parents and teachers in managing the bookshops. Its brochure on this subject *How to Set up and Run a School Bookshop* (£1.20) is an admirable account of the procedures that need to be adopted and of practical means of fulfilling them. Such services as its supply of DIY shelf units, book-bank saving cards and poster-packs are just the sort of thing that a central agency can do well – and if improvements are to be investigated then there may well be some intricate work that the Association could undertake in developing its links with professionals in the book trade, especially booksellers.

When one turns to its role as a promotional agency however, it becomes less easy to justify much of the generalised gush which flows through *Books for Keeps*, and which may also be a feature of some companion book-lists with which we are threatened. The editorial tone of the magazine appears to be dictated by the view that "it is unrealistic to believe that teachers can know much about children's books" – an opinion which is hardly excuse for feeding them sloppy journalese, or book notelets where critical discussion drifts towards remarks like "will appeal to some kids" and where all too often the writer struggles towards the reader in a jungle of trendy typography. If the SBA believes that teachers who run school bookshops are so ignorant (and it may, regrettably, be right) then rather than patronise them it might take matters up with those responsible for their training, or it might redefine its editorial policy to speak to them directly and with precision about school bookshop matters instead of to the heterogeneous audience which it now has in mind.

Should it wish for help towards such a policy then it might care to look at the files of *School Bookshop News*, a magazine edited for the SBA by Peter Kennerley before the days of lantern-slide economics and colour-supplement "design". In my view even this journal was guilty of some ineffectual generalizing, but Mr Kennerley was tireless in his efforts to improve it and to obtain serious articles which would stimulate a thoughtful response – just indeed as he was tireless in his efforts originally to found and then to foster support for the SBA in the years from 1972 to 1979.

Remembering his dedication – stumping the country, working all hours in in pursuit of an ideal – it is sad to record that his name was never once mentioned at the self-congratulatory event last July. Although Richard Hill's block graphs showed that the greatest growth of the Association took place with Mr Kennerley at the helm, and although (one mistily recalls) the Children's Book Circle awarded him their Eleanor Farjeon Prize for services to children's literature, the new dispensation has forgotten both him and the standards that he set. Not a glass of National Book League plonk was raised to "absent friends".

Anyone wishing to find out more about the school bookshop movement should write to The Registered Office, National Book League, Book House, 45 East Hill, Wandsworth, London SW18.

A bit of bite for the lads

David Self on that "contrary creature", the NYT(GB)

The National Youth Theatre really can be a contrary creature. At times it rises to heights of stunning brilliance; at others it is self-indulgent, puerile and smug.

At the moment it is rather more endearing than it sometimes is, mainly because it us under attack. Last December the Arts Council arbitrarily withdrew the financial support it had been giving to the company since 1969, an act which (though it might just result in a healthier and reinvigorated NYT) looked petty and unimaginative at the time. The result has been that the NYT has once again had to look for the commercial sponsors which the Arts Council has repeatedly claimed would be queueing up to aid the orphan: "It has most of the attributes that sponsors like – a youth angle, a reputation, international tours . . ."

Sponsors who might just have been deterred in the past by the anti-authoritarian aura that has tended to surround the company may be encouraged by the flurry of partriotism that has enveloped the Shaw Theatre this Summer – union jacks are everywhere and every opportunity is being taken to announce that it is the National Youth Theatre of Great Britain. Certainly the Midland Bank has been listening, and has been rewarded with on-stage publicity in one production. This, incidentally, is a step with frightening possibilities, way beyond a slogan on a footballer's shirt. Just imagine: "What! Will these hands ne'er be clean? No, not unless I use . . ."

Alternatively, the NYT (of Great Britain) might just daringly become a little more commercial in its choice of play. Of course it always has staged productions designed to appeal to school audiences, notably its Shakespeares which have meant that countless school parties have been able to see large scale productions of set texts at minimum prices. Some of its other productions have not always been of all that wide appeal however and even if the casual theatre-goer does visit one of the new plays he may well feel he has wandered into a private club (though, I admit this impression may stem from visiting first nights when the house is likely to be "papered" with former members and friends of the company).

Of course the NYT has never pretended to exist primarily for its audiences (which is why it needs financial support). As the Silver Jubilee publication points out, "The purpose of the NYTGB has remained unchanged since the early days. It is to give young people practical experience of the theatre, to help develop their talents, and at the same time offer them a unique form of team work" In this aim it is obviously successful, certainly as far as the boys are concerned. The observer cannot help feeling that it is a fairly sexist organisation and indeed the Jubilee publication would keep that *Guardian* "Naked Ape" column happy for several weeks. The real giveaway is an article by Peter Terson, a playwright who has provided the company with some of its best scripts. In this article, he describes how the founder and director of the company, Michael Croft, regularly rings him up and asks, "Peter, anything for the lads this year?" or suggests "A topical little piece, perhaps? Something with a bit of bite for the lads?" Elsewhere, we learn that that tough performer on BBC News, Kate Adie, was wardrobe mistress while with the company.

This Jubilee year has been a record season, at least with regard to the number of young people taking part (600 instead of the usual 400) and to the number of productions.

These included an under-rehearsed new play about the Peasants Revolt of 1381, **None But Friends** by Allan Swift and Bob Tomson. Drawing parallels between that revolt in which thousands of peasants (and others) marched on London and the 1926 Strike and also this year's March for Jobs, it proved an episodic and unwieldy show but one that was at times both moving and thought-provoking. It avoided simplistic answers and offered a number of rewarding cameo parts, some of which were reduced to caricatures but many of which were played with conviction and sympathy. Predictably the most effective moments were those like the close of Act I where the entire company filled the stage as one huge ensemble.

Similar strong and effective group work was much in evidence in the rival of **Zigger Zagger**. Michael Croft seems to have had his reservations about re-staging this. He need not have worried. Even if it has become in places a nostalgia piece (the programme helpfully explains "for younger students" who Bobby Charlton *was*) it is still as effective on stage as ever. Indeed, perhaps it has become a greater play with time. Little did we realise in 1967 when it was first produced just how telling a picture it was of a period when we had never had it so good, when a youth careers officer could lament the passing of the days when he had respect (an excellent performance here by Matthew Townsend) and when football violence was merely hooliganism.

Besides being a useful social document, *Zigger Zagger* has the merit of allowing large numbers of young actors to play their contemporaries (or near-contemporaries). This year's team did this with understanding and enthusiasm, but trouble arose when actors of the same age group had to play older roles. Too often these become mere eccentrics.

This problem was apparent in another Terson favourite, **Good Lads At Heart**, also revived this year (and now touring Europe). Those playing the boys in the reform school were terrifyingly convincing and quickly won all our sympathy. The hapless actor lumbered with the role of the incompetent visiting drama teacher was in contrast an embarrassment, as was the cast's (and audience's) inability to take the crudities in the text as "natural" which, in context, they are. But that is the nature of the NYT (of GB) and its members: at times, brilliant; at times, infuriating – but always good lads at heart.

Lunatics in straitjackets?

Although there is no shortage of theatre designers in England, the amount of students applying for places on design courses is increasing. So much so that the few art schools offering the subject now find themselves able to select their students from first-choice applicants only. Quite obviously it is not just the number which is high but the quality too. What qualities, then, are these art schools looking for?

Prospective students should be warned; unemployment is very high, competition and conditions of work are tough and only those with commitment, determination and stamina should apply. A passion for tap-dancing or dressing up is not enough and starry-eyed visions of audiences leaving the theatre applauding the designs and forgetting the performance are both inappropriate and very unlikely.

Because most secondary schools and few Foundation courses are able to offer much opportunity for discovering theatredesign talent the to art schools I visited set a design project to assist them in selecting the right students. At Wimbledon and the Central School students are prepared for work in theatre, film and television but at both teaching is based upon written text of some kind. An ability to understand, interpret and present this text in visual form is, therefore, essential and good designers should serve the needs of performers and production more than some obsession of their own.

Once on the course students work not only to the dimensions and equipment of scientific theatres but with practicing directors, choreographers and even writers. This does offer stimulation and excitement but the restrictions of space, resources, materials and cost, not to mention time, must be met and the designer must be able to work effectively in a cooperative context.

Given such difficult circumstances why, one might ask, choose to do it at all? Painters and sculptors, after all may be equally unemployed but at least they can do it alone. The answer must surely be irrational enthusiasm. At the Central School exhibition first-year students jokingly accompanied their work with photographs of themselves as lunatics in strait-jackets but their passionate involvement was revealed in the sheer invention and technical skill displayed in their designs. If the excellence shown here and at Wimbledon is anything to go by both staff and students of theatre design departments should be applauded.

Michael Clarke

Lingo

I have to admit that I am feeling particularly *saturnine* today, by which I mean, of course, that I am going through a rare phase of being temporarily sluggish, cold and gloomy in temperament. The explanation cannot be astrological – I was not born under or affected by the influence of the planet Saturn – astrologer-chemical, my mood was not "caused by absorption of lead", and as far as I know, I am not "suffering from lead-poisoning". I reckon it must have been the drink that did it.

The above encompasses every meaning of *saturnine* given by the Shorter Oxford English Dictionary, and this brings me to the practical purpose of this appeal for help. I am making a last-ditch attempt to prevent this useful and precise word from being dragged illegally and inaccurately into another area of meaning, as an up-market synonym for *satanic*, to which, despite its splendid dark and sinister ring, *Saturnine* bears no relationship whatsoever.

I suspect that it was thriller-writer Dennis Wheatley who started it all off with his *saturnine* (sic) hero Gregory Sallust. But more recently, others who should have known better have neglected to consult their dictionaries, among them Morris West, Richard West, Michael Billington, Julian Barnes and virtually everyone wishing to describe Dr David Owen.

The final twist of the knife came a week or two ago when in one single issue of *The Observer*, two such distinguished writers as Anthony Burgess and Sue Arnold both brazenly committed this semantic solecism. They are all taking, if I may put it thus, a diabolical liberty. So let the cry ring out from those of us who wish to save the English language from the knackers – reserve *saturnine* for those who look sluggish and gloomy by disposition (Concise Oxford, paraphrased) and give the devil his due when he can provide an appropriate adjective.

Graham Tayar

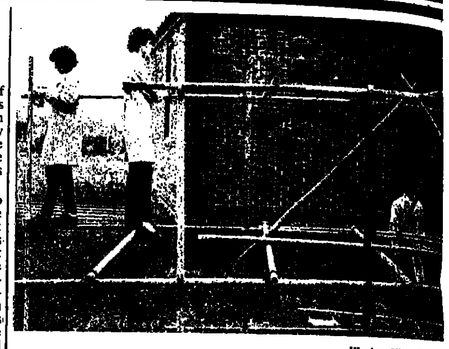


Photo: Nick Collins

Shot in the arm

After seeing something of the uncertainty provoked by artist Ron Haselden, in an Oxford comprehensive school I was reminded of a comment by a professor of science that we progress not by accumulating but by discarding ideas. A Courbet cliff or Turner sea would not be taking the "good deal of flak" that Mr Haselden's work is receiving, in the words of the one art teacher, Ken Hickman.

During a week in residence at Cowley St John Upper School, Ron Haselden built out from a short brick walkway between the school's two buildings, a scaffolding structure about 25 yards long and from about two to four yards wide. He was working from a large drawing – impressionistic rather than 3D plan – of Seaham Harbour, near which, in Sunderland, he worked on a similar school project in 1980.

For Mr Hickman the week had been a "shot in the arm", stimulating an "important resurfacing" of dormant possibilities. It was, as he put it, Ron Haselden's response to his experience of that actual jetty, incorporating waves and wind as well as the artist's own tensions. We would readily allow all this if he had used paint on canvas in a frame, whereas in fact paint is no closer to being a real jetty than scaffolding is.

The project is part of the continuing educational work of Oxford's Museum of Modern Art, where the *Seaham Harbour* and other drawings, along with photographs of Mr Haselden's work, can be found. The scaffolding jetty will be at the school until the end of this month, welcoming visitors, and will then be demolished for ever.

D. J. Hart

Lady of letters

Using Calligraphy. By Margaret Shepherd.
Collier Macmillan £4.95.
0 02 081970 6.
Borders for Calligraphy. By Margaret Shepherd.
Collier Macmillan £5.95.
0 02 029680 0.
Mosaic Tile Colouring Book. By Susan Johnson.
Constable £1.80. 0 486 24080 0.

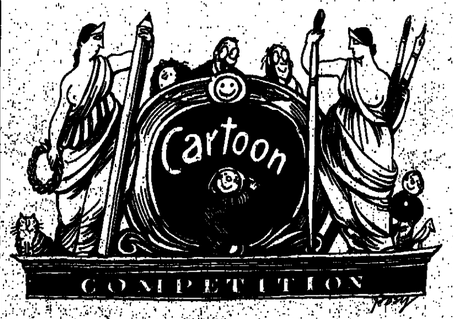
Margaret Shepherd's hand written books are intended for the amateur enthusiast who might be intimidated by more scholarly works. The friendly Yankee style amuses where it least intends. "Bake Sale – Cookies 40 cents" has a homely reassuring touch, while "Into every calligrapher's life comes the need for BIG LETTERS" presumably represents a dizzy height of proficiency.

Using Calligraphy guides the novice towards going into business as an advanced calligrapher while *Borders for Calligraphy* gives ideas drawn from historic sources for decorating such writing.

Mosaic Tile Colouring Book is described as "46 geometric designs which will challenge the artistry of colourists and provide a source of countless hours of colouring enjoyment". Perhaps the colourists will come forward from the ranks of the pro-teens.

Unfortunately only the inhibited quiet child will be likely to linger over its neat little squares. The rowdies will scrawl juvenile Jackson Pollock marks over its pristine pages before moving on to rougher excitements. For once they have my sympathy.

Betty Tadman



There is still time for entries to be received for our Cartoon Competition, details of which were first announced on July 10. Readers were invited to send either single drawings or strips on any aspect of education which they found funny/infuriating, by September 30. The judges will be Posy Simmonds and the Editor of the *TES*, the prizes will be for £100, £50, £25 plus publication, of course, in the *TES*. All entries should be clearly marked Cartoon Competition, and should bear the name and address of the competitor on the back of each drawing.

Friendly shapes

Sculpture for the Blind and Partially Sighted.
Tate Gallery, until November 1. Admision free. Blind and partially sighted people, and helpers, only. Teachers with groups of blind children welcomed.

It is fitting that Barbara Hepworth's "Bicentric Form" should be the favourite with blind and partially sighted visitors to this exhibition. Only at Hepworth's retrospective at the Tate in the late sixties have I seen the notice "You may touch" in a sculpture gallery. But it is rather ridicious, after all, that the one "visual" art which visually handicapped people could approach should be denied to them by a "hands off" museum attitude.

So this, the second such show organized by the Tate, is to be welcomed. The previous exhibition, of five years ago, has been improved upon by clear lighting, designed to help the partially sighted: Assistants are on hand to guide around, the catalogue is available in large print as well as braille, and the public at large is excluded.

These thoughtful measures are reflected in the show itself. It opens with four versions of the human head of which, interestingly enough, the two most visually arresting are also preferred by the blind visitors. Whereas Gaudier Brzeska's "Major Smythlea" seems bland and William Turnbull's "Mask", despite the added bonus of being able to pick it up, vaguely disturbing in its anonymity, Epstein's "Ernest Bevin" is appreciated for the humour of its craggy accretive style and Moore's "Head" enjoyed for the contrasts between its outer rougher bronze and inner brass smoothness.

Perhaps there is a sort of native good taste. One would expect blind people to enjoy Frink's "Dog Barking", considering the role dogs play in their lives. Blind people are not *removed* from actuality in some Victorian fantasy of marble piety: the sex of the dog and of Uli Nimptsch's "Olympia" does not come to them as horrid news. Nimptsch's softly sensual reclining nude is not actually as popular as Barry Flanagan's light hearted "Elephant", which all were delighted to recognise.

Perhaps it is more of a surprise to find visually handicapped visitors rejecting, through touch, Seigfried Charoux's trite personification of "Civilisation: The Judge", whose empty and inhuman qualities are merely unsatisfying; rejecting too Kim Lee's puzzling "Chess Piece" which neither by eye nor hand can be made out to be anything and yet is not nothing; and being confused by Gaudier Brzeska's "Bird Swallowing Fish", which resembles nothing so much as a pop-eyed frog with a model helicopter going down its throat.

What is popular, then, besides the friendly shapes of animals and heads? The symphonic harmonies of Henry Moore, all intricate balance and whorl; Hepworth's satiny sensuous spirituality; and Paolozzi's fun and games in his "Rhino" and "Piano", two wall-mounted pieces in which jigsaw-like bits and bobs connect in surprising ways and even, to shock and pleasure, move about. As well, the handling collection of Moore's and Hepworth's tools are greatly intriguing, and the contact with the creative process deepened by Moore's collection of found stones and the small sculptures evolved from them.

There must be more exhibitions like this. Why not a small, changing, permanent gallery in every place which has a scupture collection. Such a show is easy to run, costs nothing to maintain save the bar of soap for visitors to wash their hands, and will give pleasure to the millions of people whose disability bars them from so much of the culture into which they are born.

Victoria Neumark

The Grand Tour did not include Greece until the end of the eighteenth century, when Byron brought the country to life in the imagination of Europe by his support of the Greeks' battle for emancipation from the Turks. This cause fused with the emergent Romantic movement and many European Philhellenists joined them in their battle for freedom. As the century progressed there developed a passion for personal inspection of the landscape and ruins of Greece. This picture, "The Temple of Zeus in Nemea" (1820) by William Page is from The Rediscovery of Greece (by Fani-Maria Tsigakou, Thames and Hudson £16.00) a pictorial and literary account of the impact of these explorations.

Manchester Ado

People, energy and enthusiasm have been, it seems, in abundant supply during the summer holidays for Manchester Youth Theatre's 16th season. The cast list from any one of the three shows would be large enough to stock half the repertory theatres in northern England, and for all the variations in levels of experience and talent, the sense of complete commitment to the work being performed was clear in both the productions I saw. A third piece, *Market Price*, was a new musical by Charlie Morris and Chris Monks; reports suggest that it used its plentiful human resources to good effect.

Alan Williams's production of **Much Ado About Nothing** at the Library Theatre was fluent, simply staged and heavily cut – perhaps excessively in the opening scenes where some characters were given too little chance to establish themselves. Stronger on narrative than poetry, the production still caught most of the play's tones, except the sense of evil and menace. The interrupted marriage scene and Beatrice's "Kill Claudio" made their points, but Don John and his retinue offered no great degree of malevolence. They were not helped by lighting which too often afforded maximum obscurity with minimal atmosphere.

However, the comedy was conveyed more successfully than in some recent, more august productions. The scenes where Beatrice and Benedick are made to overhear news of their supposed love for each other can be full of business and empty of humour; here they were clear and funny, though the two characters were not helped by being seated on the edge of the stage at the side, where half the audience had to search them out to catch their reactions to the dialogue.

Nor was Beatrice helped by having her face covered by a cloth for parts of the scene, though Kathryn Meskil gave a strong, vocally mature performance to which only the use of the arms seemed awkward. Stephen Holland's Benedick was quite skilled, though he suffered from the main fault of the cast, a tendency to rush through speeches with little variation of pace or tone.

The season's revelation, however, was Geoffrey Sykes' production of **The Workhouse Donkey**, John Arden's panoramic view of municipal skulduggery in the sixties. Emerging as a period piece, yet still fresh and relevant to modern life, the full-three hour action was a mightly challenge to a young cast. The wonder was not that they did not match it in every detail but that they came close enough to give a vivid sense of this neglected play's stature. The company struggled only when speaking over music (John Addison's excellent score was expertly played by the Bowden Sinfonietta), in the large opera theatre of the Royal Northern College of Music.

Paul Millet played the audience's confidant, Dr Wellington Blomax, with vitality rather than economy, while there were sophisticated performances from James Woodburn as Alderman Butterthwaite (Lab), and Stephen Daltry as Alderman Sweetman (Con), Francine Firesone as Mrs Sweetman, Karen Hardson as Gloria of the Cocoabana Club, and one of subtlety and depth from Damian Myerscough as Chief Constable Feng.

Timothy Ramsden

Music in the round

Bartók recordings have been burgeoning in this centenary year, and there have been plenty of chances, too, to hear live and broadcast performances of those works which chart the composer's progress so clearly, the six **string quartets**. While the Tokyo Quartet's interpretations in the DG set (2740 235 6) are still the most intensely satisfying, the reissues on Saga 5203/4/5 of the Fine Arts Quartet's 1963 recordings, available paired on three separate discs, provide, in their fine-drawn, bright and clear recordings a particularly worthwhile way of building up the set for a school or personal library.

At the request of the director of the music seminary at Freiburg, a man particularly interested in the training of music teachers, Bartók contributed **44 violin duos** to a vast educational manual, the Geigenschulwerk. Itzhak Perlman and Pinchas Zuckerman (EMI ASD 4011) recreate all the sharp and subtle imaginings of these technically easy but musically constantly surprising vignettes, from a gawky, Limping Dance to the swirling Arab Song, the mordant Wedding Song.

Any record library would do well to invest in the CBS boxed set (CBS 79338, 3 discs) of **Bartok's Stage Works**, conducted by Pierre Boulez in recordings first made in the seventies if only for what is perhaps the most compelling and moving performance on record of *Duke Bluebeard's Castle*. Siegmund Nimsgern and Tatiana Troyanos reveal the many musical, psychological and emotional levels of Bartók's introspective drama, while Boulez's readings of *The Miraculous Mandarin* and *The Wooden Prince*, though not as lush as some more recent digital recordings, have an illuminating honesty and meticulous clarity.

One of the most important boxed sets of the year is the only complete collection available of Shostakovich's **String Quartets** performed by the Fitzwilliam Quartet (Decca D 188D 7 discs). This quartet, which has been resident at the universities of York and Warwick, has a special relationship with the composer as their succinct and comprehensive notes and personal recollections make clear; their premiere performances, cycles and BBC 2 programme and now this collection reveal interpretations of deeply moving conviction and authority. To be studied in conjunction with a reading of his Memoirs, denounced by the Soviet authorities and recently available in paperback from Faber (*Testimony: The Memoirs* £2.95).

Also from Decca comes a useful coupling in bright digital recording of Shostakovich's **First and Ninth Symphonies** in Bernard Haitink's incisive, perceptive and often quite original readings with the London Philharmonic Orchestra (Decca SXDL 7515).

It is sad to have to issue such a strong warning against one of the most enterprising yet grievously misconceived and disastrously executed recording projects of the year. Nimbus, a particularly lively recording company, have just issued the first ever recording in English of **Schubert's** song cycle **Winterreise** (Winter Journey). As with opera in English, the dangers threatening the aesthetic and artistic integrity of the exercise can well be counterbalanced by the opportunities provided for increased accessibility for the newcomer to Lieder and the very immediacy of receiving Schubert in the vernacular. Roy Fisher's translation is erratically successful; but why Nimbus should have chosen Shura Gehrman, a singer with a distinctive and disabling accent, little sense of any but a superficial melodramatic understanding of the cycle's psychological journey, and the inability to sing musically through a single line is totally baffling. Nina Walker provides a muffled; characterless piano accompaniment on Nimbus 2131.

A valuable enterprise that did pay off is the Da Camera Magna (available from Harmonia Mundi) compilation of lesser known early **Hugo Wolf** (SM 92723). The original quartet version of the **Italian Serenade** and the first recorded performance of the shamefully neglected **Intermezzo** are given close, sinewy performances by the Keller Quartet, while Elisabeth Schwartz plays the early **Klavierstücke** and Raimund Girvan sings 10 early **Goethe songs** on a record which forms a valuable complement to the big Hugo Wolf Society box issued earlier this year by HMV (RLS 759).

The same company is responsible for a particularly useful and illuminating compilation of three **twentieth-century Polish string quartets** in admirable performances by the Warsaw Quartet (SM 92418). From Szymanowski's 1927 Second Quartet to Penderecki's 1960 work and Lutoslawski's of 1964 each piece poses different challenges and teaches new things to the ear: it is only a pity that the sleeve notes are so inadequate and poorly translated.

Two gaps in the repertoire of recorded piano music have been filled by enterprising releases from RCA and Saga. Pianist and composer John McCabe's particular interest in Scandinavian music has led him to record for the first time **Grieg's Norwegian Peasant Dances**, or **Slatter**, on RCA GL 25329. Grieg captured in transcriptions music traditionally passed down by the hardanger fiddlers and McCabe's playing perfectly recreates both the strangely mordant harmonic and melodic moods of the originals and the inventive exuberance of Grieg's thoroughly pianistic transcriptions. The disc is completed with Grieg's **Stimmung** (Moods).

Richard Deering on Saga 5445 provides us with a selection of **English Piano Music** which, as his own sleeve notes point out, appear more frequently on examination syllabuses than in recital programmes. His straightforward and honest performances make no excessive claims for the works of Bridge, Goossens, Cyril Scott, John Ireland, York Bowen and Arnold Bax, but, perceptive and illuminating, they will doubtless give as much encouragement to the student as pleasure to the general listener.

Hilary Finch

Grades of success

The Grades: the first family of British entertainment. By Hunter Davies. Weidenfeld and Nicolson £8.95

"Oh, my lovely Kinder" were the last words spoken by the remarkable Mrs Winogradsky – mother of Lew, Leslie, Bernard and Rita – before she died in January of this year, in her mid-90s. It is she rather than they who emerges most coherently from this rather routine study of the Grade family.

Hunter Davies begins solidly, however, by locating the Grades within the Great Jewish folk migration of the turn of the century: he delves deep into the memoirs of survivors and shows how their personalities and attitudes were created within that underdocumented ghetto-world of Whitechapel and Stepney, and their talents sharpened as showdancers then as agents and impresarios. Clearly Lew Grade is the giant of the dynasty, both in the extraordinary moral determination which illuminate his daily actions and in his sheer impact upon prevailing taste.

This study – which gradually degenerates from researched history into a kind of celebratory portrait as the chapters pass – brings out more clearly than previous journalism the human loyalties and conscious cultural values which apparently travel with the Grade family genes. They share a curious obsession with "culture" and "entertainment", as opposed, almost manichean, polarities. They have surely helped to drive this opposition to its aesthetic limits. Their strident belief in showbusiness leads them to label everything else as "some kind of Shakespeare" and probably bears some kind of witness to the heritage of ghetto teaching in the early years of the century. Religion, in all its forms and implications, is excluded from the anathemas that go with "culture". The Grades believe in families and family values and Davies have demonstrated without making them appear conventionally vulgar and without patronising his subjects, how these values inform the Grade empire as well as the internal politics of the Grade clan, its squabbles, its occasional excommunications of divorced wives and unconforming offspring.

Alas, however, despite the book's clear aspirations it funks the really difficult task. Davies does not succeed in prising any skeleton from the now aging demi-monde of variety and many fascinating business secrets dating back to the forties and fifties will shortly be lost forever. Less than a quarter of the total text is dedicated to the television and cinema career of Lord Grade and Lord Delfont – the bulk of the book concentrates on the pre-war dancing years, the years of scrimping, touring and failure. It teaches much, therefore, but subliminally rather than directly, about the inter-war ambience of showmanship that gave rise to the Grade phenomenon, about the arbitrariness of the combination of modern eletronics with vaudeville beliefs that fuels this extraordinary organizational phenomenon of eighties entertainment.

What a pity the opportunity has been lost to research fully the story of the Grades and interrogate the propositions concerning the nature of entertainment which lie (so dangerous and so unchallenged) in the work of this sibling group.

Anthony Smith

About the House

The Commons in Perspective. By Philip Norton. Martin Robertson £15.00. 85520 335 8. £4.95 334 X.

I belong to a Conservative backbench dining group which meets every other Thursday. Philip Norton in *The Commons in Perspective* says it meets on Tuesday. That was the only mistake I could find in a book of 265 pages about an institution in which I merely work and which he observes from the University of Hull. In short (as will be no surprise to those who know his work) Mr Norton has produced another first rate book.

Useful – nearly definitive – as an up-to-date university students' primer, applying the tools of the professional political scientist and the historian to the functions of the House of Commons, the book is also a contribution of weight to discussion about the future of Parliament.

If I were teaching students (or indeed sixth formers) about British politics, I should not hesitate to set his chapters on the development and present function of the House as basic reading. I might want to cast a little more doubt than he does on the goldenness of the era of House of Commons history between the first two reform bills (did not Stanley complain in his diaries about the difficulty of finding enough members who even turned up – let alone had any knowledge of public affairs – when it came to Government-making?). I might emphasize a little more the growth of effective lobbyists in Britain, and the closeness of their relationships with individual members – and develop a page or two on the symbiotic relationship which has grown up between the lobbyists and not only the All-Party Committees on this or that (some of which are just fronts for external interests) but also the new Select Committees. I would be irritated by one self-imposed limitation: why not one chapter on the Lords to complete the picture? Discussion of a number of subjects (Select Committees, for example, or, more important, constitutional reform) are incomplete because of this. A chapter on the Lords (particularly if some of the "sectoral" analysis of the relationship between the Commons and Departments went) would not make the book too long.

But we get, as usual with Mr Norton, a little more than simply analysis. There is a "Norton view" of the best way forward. He believes that the House can and possibly will (if Members continue in the way they have been going recently) reform itself not so much by more institutional change, but by means of a growing willingness on the part of Members to vote against their parties. Attitudes, he says, to dissent are changing (and he has the figures to prove it), and if they will go on changing a bit more we will find we have evolved, in a very British way, a Parliament which will not be ineffective in its scrutiny and occasional punishment of the Executive.

This is quite likely right. In another book, Mr Norton might like to develop this scheme further. He rightly defends the role of party in strengthening the back-benchers against the Executive: the only counter to the administrative imperative available to Whitehall is the political clout available to the organized back-bencher. Is there more Parliament could be doing to assist the "politicization" of back-benchers? Are resources which just suffice to keep abreast of constituency mail and to produce the weekly local press handout enough to enable Members actually to *think* about politics, except in the crudest sense?

Mr Norton might perhaps usefully have included a little more analysis of how Members actually spend their time. This would surely have led him to the conclusion that the desperate battle to keep up with the mail (though the weight of mail varies dramatically with the type of constituency), combined with the extraordinarily wasteful use of Members' time on Standing Committees (about whose rituals he is much too kind) represent obvious drains on time and energy which, if removed, woud release the backbencher and give him a better chance of poking his nose into the affairs of the Executive more effectively. And what if a little more in the way of resources were provided for Members on the constituency side – say, the ability to employ someone actually to investigate constituency cases, rather than relying, as now, almost wholly on the goodwill of local or national bureaucracies? Might we not find the Executive dealing with Members not only better equipped on the policy side, but also armed with many more hard examples from real life?

All we have to do – and this is what Mr Norton sees – is to enable Members actually to do what at present they mostly have to pretend to do, and Parliament would be transformed. If he implants this thought in a generation of politically interested students, we might even get enough of them in the House in the end to get the necessary money voted.

William Waldegrave

Will to live

Will, My Son. By Sarah Boston. Pluto Press £1.50. 0 86104 346 4.

Much publicized and now much more topical since the prolonged debate over Alexandra and other Downs Syndrome babies, *Will, My Son* is a sensible, strong argument in favour of these children's right to live. No "tragic aberration", Will is a "first class citizen".

Sarah Boston's access to the media allows her to challenge medical procedures and opinions and society's embarrassing inability to confront mental handicap. Her book describes the premature birth, the shock; the humbling and humiliating experiences of the nine months as parent of an "imperfect" child. Other parents, less articulate, who tackle the problem with less éclat, will find an appendix with useful addresses and reading material.

Jenny Oldfield

Gadfly of the bleeding hearts

Equality, The Third World and Economic Delusion. By P. T. Bauer. Weidenfeld and Nicolson £15.00 0 297 77645 2.

One of the rewards of eminence is that publishers will pay you to repeat yourself. Putting out 266 pages of text between hard covers and a golden jacket at only £15 suggests confidence that Professor Bauer's stature will attract large numbers of people to his recapitulations. It may well be right. Old though most of the points are, they are restated with the old trenchancy: Bauer remains the gadfly of the bleeding hearts, the romantic and the muddle-headed. Iteration may actually be needed, too, since the wrong-headed not only resist u-turns, but even gather greater momentum and mass. Still, when an academic of Bauer's distinction returns to the same themes, even the non-technical reader may hope for some advance in thought. Alas, only those who have not read or heard Professor Bauer before will find much stimulus in this reissue (or reworking) of earlier papers.

The title suggests at first glance a new, unified work. Not so. Its three parts actually indicate the three parts of the book, each of which contains a number of essays produced separately between 1971 and 1980 (and published in an impressive variety of journals). They are linked not through organic development, but through adjacent and overlapping concerns and phrases such as "As noted in chapter . . .". Three of the papers are virtually reviews of books: Alvin Rabushka's *Hong Kong: A Study In Economic Freedom*, (Bauer is delighted); Ali Mazrui's 1979 Reith Lectures on *The African Condition* (an entertaining carve up); and Sir John Hicks' *A Theory of Economic History*, published in 1969 (a detailed rebuttal).

While repetition through re-issue is in itself no bad thing – quite the contrary, indeed, with thought which deserves a wider audience – it has in this case led to two blemishes. The first is that hobby horses and *bêtes noires*, listed later, obtrude repetitively, often dressed in the same words. Unnoticed in sporadic publications, they grow tedious when they crop up so frequently in one volume. Second, in repeating rather then rethinking, Bauer has been able only to signal that he has read the Brandt Report, deems it "the high water mark in the insistence on large-scale transfers to the Third World", and judges it "not a programme for survival. Rather it is a signpost to political conflict, and a recipe for economic waste". He has given it half a paragraph, not the chapters he accorded Mazrui and Hicks. Yet, given that neither of these has managed to inspire a mass lobby to Parliament or to convoke a World Summit in Mexico, as the proponents of Brandt have, one feels that a focus on Equality, the Third World and Economic Delusion should have indulged in a more detailed exposure of the errors of that Commission. After all, it published its report with inescapable fanfare a full six months before Bauer dated his Acknowledgements.

More minor is the assertion that aid ministries, including Britain's, spend heavily on "aid education". The term is "development education". Britain was one of the lowest spenders, planned in 1978 to become a bigger spender, but, after an election in 1979, changed its mind and virtually whittled the subject out of the aid budget – well before this "much revised" (but evidently not updated) chapter went to press. Small slips indeed, but not worthy of an eminent scholar who sees his essays as "studies". They might more easily be tolerated in a polemical journalist, who tosses off pieces, not studies.

Polemics, in fact, are what the pieces are. Aid, overweening government, welfare statism, international organizations – especially the World Bank – commodity stabilization schemes, defective economics, the overemphasis on capital and natural resources are the *bêtes noires* repeatedly whipped. The hobby horses are productive people, productive but persecuted minorities – Jews, Chinese, Indians, Ibos – the benefits of colonialism to the colonised, the West, population growth, the free market, liberalised trade, the power of personal attributes, social mores and appropriate political arrangements in effecting economic development. True, some of the *bêtes* do need belabouring and some of the horses hard riding to keep in the public view. But polemics tempt to one-sidedness and over-simplification.

Lot two examples suffice. One is the argument that those who produce more should enjoy higher incomes. In a large enterprise, though, who of the manager, the accountant, the clerk, the store-keeper, the production worker actually "produces more"? It is a question not even raised. The assumption seems to be that we are all independent workers on our own account, easily and directly comparable. The second instance is drawn from development aid and commodity stabilization, both once again assailed and derided Professor Bauer could have substantiated (or modified) his judgements and benefited his readers by studying how the STABEX scheme has since 1975 coped with the conceptual and practical difficulties he identifies: has it really worked as both aid and stabilization? Instead, he does not mention STABEX and as confessed himself with resurrecting old objections and hoary abuses.

While the "development lobby" is itself chronically guilty of the same sins, two warring simplifications do not make a truth. Neither do they help bemused non-technical readers to come to informed and sensible conclusions.

John Oxenham

God's Gift by Sheila Hodges (Heinemann Educational) is now £8.50 and not £10.50 as stated in our review last week.

The People and the Party System: the referendum and electoral reform in British politics (Cambridge University Press) is by Vernon Bogdanor.

To solve the problem?

F. W. Kellaway on curriculum development in mathematics

Curriculum Development in Mathematics. By G. Howson, C. Keitel and J. Kilpatrick. Cambridge University Press £19.50. 0 521 23767 X.

This is a substantial work. To say that its impact might have been greater had it been issued in a different form, half the length and a quarter of the price, is not to denigrate the intentions of the authors, or the quality of their arguments. But the fear lingers that the bulk of the students or teachers who could most benefit from the guidance and stimulus that pervade these pages will never know of their existence, or, if they do, will be deterred by the demands made upon them by way of concentrated reading, thinking and follow-up work.

Those who are concerned about the paths recently taken by school mathematics will, nevertheless, find this to be an outstanding conspectus of what the authors describe as the "frenzied activity" of the "curriculum development boom". The changes that have taken place and the forces which have acted to produce these changes are reviewed, and an evaluation of the consequental results is incorporated.

It is significant that as recently as 1966 when Professor P. H. Taylor gave an inaugural lecture at Birmingham University he was able to say that in the previous decade only one book had attempted in a formal way to analyse the meaning given to the term curriculum. Since then there has been such a proliferation that the, still selective, bibliography in this book fills more than ten pages and includes some hundreds of items.

Curriculum development has been a major industry. Projects large and small, some of considerable significance and others labouring to produce the proverbial mouse, have had their varying effects. But, as Dr Howson and his colleagues suggest, the remarkable thing is the way the vast efforts and expenditure have come so quickly to an end, leaving so many unanswered questions.

The initial triumphs of the innovators were of course directly attributable to their enthusiasm and to the vigour with which some teachers were willing to adopt new ideas. Genuine converts honestly believed that their bandwagons were travelling in the right direction in the best of all possible worlds; others came along as sheep follow the bellwether.

Evaluation of the successes of the changes in school mathematics, content and approach, and especially of the long-term effects, is another matter altogether. A major section of this book is particularly valuable in this context, and the reader who delves deeply to respond to the questions raised in the exercises pervading these pages will have gained much

Many will sympathise with the views expressed on the mathematical curriculum in comprehensive schools. "Attempts were made to remedy social ills by social, administrative means . . . One course for all has almost invariably meant a watered-down academic course for all (even those capable of taking it neat)".

A question that might have been included in the exercises is "Do you agree with this?" But there is another question in the title of one of the references that is highly relevant. "Why teach mathematics to most children?". Neither curriculum framers nor users are likely to agree on any common answer; the analysis in these pages of what has been and what might be is, however, a useful starting point towards some solutions.

Sex in comic cuts

We're Not Pregnant. By Peter Mayle and Arthur Robins. Macmillan £3.95. 0 333 31849 8

Penis size may not matter, as Peter Mayle assures us, but book size does, as reading surveys show, and one foot square isn't the most convenient size for a handbook on birth control. It was presumably chosen to match Peter Mayle's other light-hearted treatments of sexual matters, *Where did I come from?* and *What's happening to me?*, both directed to younger age groups. Now, "moving up the age ladder", as the publishers say, we reach the next aid to sexual progress, an illustrated guide to birth control. Assuming that the outsize page broken by jokey cartoons is right for one of these titles, it is unlikely to be suitable for all three, intended for such different stages of development. A book depends on appearance to get off the shelf, and this one suffers a handicap from the start.

What the reader finds inside is more than the title implies, for the author gives a run-through of conception as well as contraception – all done in a strange mixture of the enthusiastic and the casual. The enthusiasm is for sexual activity itself: "Anything goes . . . You may not get it right first go, but you'll have a wonderful time practising". The casualness is a basic element of Peter Mayle's style – and, indeed, of his strategy – but most noticeable when it comes to moral values. Moral guidance is not the author's concern: throughout he makes it clear that he is not entering the field of personal decision-making. He nowhere condemns sexual experiment, sleeping around or neglect of birth control. Rather, he specifically lists these as matters for personal choice. Meanwhile his readers can get on with the more immediate task of choosing between contraceptive methods; optimistic, mechanical or chemical.

We're not pregnant has already upset many people. They want included the moral advice Mr Mayle eschews. They probably resent the practical advice given on so many other things: the best place to make love, the best time, stretching exercises for hymens, the sex-play potential of the condom. Such attacks seem to miss the point. The neutral moral stance is a valid one, and may be the most acceptable to adolescents. Whatever adults feel should be needed, teenage taste is for down-to-earth help not sermons.

In the event, Peter Mayle's matter-of-fact text and Arthur Robins' cartoons have edged out more than moral values.

All hint of romance has escaped too. "Fun" is the key word, with no indication that any finer or deeper feelings may be involved. Future sociologists may well ponder the diminishing of human relationships shown here. Literary historians can chart the book as a new turn in the anthropomorphic tradition which stretches from the Flopsy Bunnies, Toad and Sam Pig to two new characters. Hero and heroine are Penis and Vagina, "a handsome couple", pictured throughout in a range of moods and situations.

The basic question for readers of reviews is "Should I buy it?". The answer is yes, if you're looking for a book which speaks directly to teenagers and uses a range of persuasive techniques to keep them reading. This isn't sex made significant by maturity, but reduced to comic cuts. While readers may not be presented with moral decisions, buyers are.

Peggy Heeks

I am, he is, we are

Your Life My Life: An Introduction to Human Rights and Responsibilities. By Sara Woodhouse. Writers and Scholars Educational Trust. 95p. 0 904286 21 5.

Human Rights and Wrongs: An Introduction to Human Rights. By Jeremy Cunningham. Writers and Scholars Educational Trust. £1.35. 0 904286 25 8.

The phrase "human rights" has not been widely used by British schoolteachers, though a concern for this area has been implicit in discussions of events such as the abolition of slavery, and the introduction of male (and, later, universal) adult suffrage.

These two books will be useful additions to the armoury of those who wish to make discussion of the area clearer and further ranging. Though adaptable for use by older or younger people, *Your Life, My Life* is aimed at the 11 to 14 age group. *Human Rights and Wrongs*, related fairly closely to the UN Declaration of Human Rights, tackles each topic (Arrests, Fair Trials, Prison, Torture) in greater depth – as might be expected of a book aimed at 14 to 18 year olds. Unlike *Your Life, My Life*, which sets out to interest the apathetic pupil, *Human Rights and Wrongs* is more substantial and less varied. It is informative rather than stimulating, and assumes a prior interest in the subject. This limits its appeal, if making it more useful to those who take to it. Both of them have lists of books and pamphlets for further reading, as well as of organisations working in the field, and what pupils might practically do to help those who are deprived of their rights.

Your Life, My Life is more attractively produced, with many more photographs and cartoons to stimulate the imagination and lead us to sympathy with people for whom we might otherwise feel little. The author also has a greater variety of ideas for use by teachers which should help them to appeal to the less attentive pupil. Illustrations come from within the classroom (such as relating to a bully) and from across the world (a 13-year-old Argentinian writing to his President to ask the whereabouts of his father). It also has a playlet, complete with songs and action. These make difficult and faraway situations accessible. *Your Life, My Life* can be so easily modified that parents might enjoy following much of it with their children at home. It also encourages pupils to apply the principles learnt to their attitudes to themselves, their parents and friends.

Prabhu and Philippa Guptara

Hindsight

The Seventies. By John Edwards. History of the Modern World series. Macdonald Educational £3.50. 356 06788 2

Writing recent history is fraught with difficulty, since the historian's greatest asset, hindsight, malfunctions when it isn't yet clear which were the really significant events and trends of that troubled decade. Many books of this type take refuge in the kaleidoscope, in the hope that the random presentation of striking events will give the superficial effect of a pattern.

So it is with *The Seventies*. The opening words, "The seventies was a decade of surprises", presage the themes to come – superpowers, Watergate, inflation, oil, advances in technology (predictably listed here as "mixed blessings") and the inevitable transient crazes which are supposed to fix a decade in time – "Skateboarding and hang-gliding brought thrills and spills".

As always with Macdonald publications of this type, the book is handsomely presented with large-format pages packed with dramatic photographs in full colour and black and white.

Philip Sauvain

Children's literature

Haunting music

The Dulcimer Boy. By Tor Seidler. Jonathan Cape £4.95. 224 01933 3

A stranger arrives at the front door of the seedy home of Eustace Carbuncle. He carries a wicker chest. Inside it are two baby boys and a dulcimer. Wound into the strings of the instrument is a note which says,

"William has the brown hair and Jules the gold
They are ten months old.
The dulcimer is all their father has to give them."

Thus begins this haunting story, set in New England at the turn of the century. William, the dulcimer boy, has the strange power of drawing beautiful music from his dulcimer and for a time he is parted from the silent and loving Jules until, in the end, there is a warm and satisfying conclusion to the sadness and adventure.

The book is more than a touch Dickensian in that it tells of youngsters cast into misfortune, cruelly treated, and assisted by a mysterious benefactor. Nevertheless, it is also highly original and is strikingly successful in evoking richness of scene and emotion through language which is spare and underplayed. All the ingredients of a successful children's book are there – evil counteracted by triumphant goodness, a questing journey, satisfying scenes and characters brought to life with a minimum of fuss. And through it all there is the New England background of golden countryside and cleanly lit Atlantic coast.

The Dulcimer Boy would appeal to a very wide age range. It could be read to the youngest junior school children and older children up to fourteen and possibly beyond would respond well to its emotionally evocative qualities.

The book is nicely produced and there are cover illustrations by David Hockney.

Gerald Haigh

sociology/politics

Prescriptions for welfare

CSP: Critical Social Policy. A journal of socialist theory and practice in social welfare. Volume 1, number 1. Summer 1981.

Pluto Press £2.50

This is an interesting title for a new journal. It implies that Marxist "critical theory" is to be applied to the field of social policy, an impression which is strengthened by the fact that this publication is to be managed not by an editor but by an 18 member "editorial collective". Yet the prime object turns out not to be to offer a range of truly different and alternative social policies for consideration in Britain, but rather to attack our present welfare state from more or less any leftwing angle, just so long as contributors share the collective editorial policy of "opposition to the radical right and an awareness of the inadequacies of Fabian and other orthodox models to meet its challenges".

To be sure, Bob Deacon does attempt, in this opening issue, to divine what social policy under true socialism might amount to. His findings, however, are significantly vague and so utopian that "lay" readers might well be forgiven for assuming he must be sending up the subject.

The characteristics of socialist social policy would, in his view, demand that "the goal of society as a whole will be directed towards the welfare of its citizens"; that "the maximum degree of democracy will be established by means of some combination of workplace workers councils and area representative councils, the delegates to which will be recallable"; that "the bulk of social welfare provision . . . will be organised and run locally by a geographic or workplace community"; that "professionalism will have disappeared" and that the "remaining problems posed by technical expertise will be minimised by the advanced education of all the citizens and by the changed ideological orientation of the technical expert"; that the "need for the service in which the self-perception of the person in need will predominate, will determine resource allocation between individuals"; that the "fair balancing of provision between localities will be regulated by some system of democratically approved norms"; that the "idea that people may feel dependent upon state services or that this feeling of dependence will have a stigmatising component will not be a feature of note in the context of socialist social provision"; and that "family life will be transformed in a number of ways so that its privatised character will have been diminished".

How appealing – or rather how convincing – such prescriptions will seem to this Journal's intended readership ("the academic social science community . . . workers and practitioners in the Welfare State . . . [and] people who are involved more generally around welfare issues") I cannot say, since others may not share my scepticism.

The bulk of the Journal, however, deals with much more trodden territory. Hugh Kerr offers a scathing review of "Labour's Social Policy 1974–79" with its acceptance, for instance, of "the fundamentally anti-socialist activity that owner-occupation is". Peter Taylor Gooby on "The New Right and Social Policy" comments on the "evident failure of welfare to serve a mass interest" while "it reinforces the splits in the working class", in an allusive piece which hardly seems to square up to the editorial collective's stated desire for articles to be written in "an accessible style without necessarily avoiding difficult theoretical issues". Mary McIntosh on "Feminism and Social Policy" seems to be battling uphill with her insistence that "real gains for women are also gains for working class unity". Whatever one's point of view, however, these "substantive articles" are likely to provoke some thought: reactive or otherwise.

The same cannot be said of the Journal's "subsidiary" sections: on "Struggles in the Welfare State" and "Commentary on Social Policy". "Struggles" on this occasion consists of a blow by blow account of "Wandsworth – the cuts and the fightback". "Commentary" consists of two attacks on recent Tory policy with regard to housing and social security respectively. All of this is entirely predictable, yet it will serve to furnish the converted and the merely dissatisfied with appropriate ammunition.

The review section, not surprisingly for a first issue perhaps, seems rather long in the tooth. Some of the books selected were clearly chosen on the basis of what the reviewers in question most wished to have a go at. Even so it does seem a little late in the day to tell Graham Room that *The Sociology of Welfare* (1979) merely serves to reinforce social administration's "uncritical and idealist impasse"; to tell Barbara Rodgers that *The Study of Social Policy: A Comparative Approach* (1979) is far too uncritical; and to tell June Lait and Colin Brewer (*Can Social Work Survive* (1980)) that theirs is a "shoddy little book". The transposition of four lines of review into the body of text on Barbara Rodgers' book, does nothing to heighten the general reader's comprehension or confidence, incidentally.

Despite these qualifications, this is a new Journal to be grateful for. Both students and teachers should welcome the convenience of having one brand of anti-welfare-state writing usefully packaged in this form. Provided it is referred to and consulted *in conjunction* with rival publications (eg. those of the recently established *Institute of Social Affairs*, and the "mainstream" *Journal of Social Policy*) this should add to the range of our perspectives and understanding on matters of social policy. But this, I presume, is precisely the sort of qualified acceptance that this Journal least seeks to attract.

Catherine Jones

Pep-psi mixer

Fifty Years of Political Planning. Edited by John Pinder.
Heinemann Educational. £9.50.
0 435 83690 0.

Mentioning Political and Economic Planning conjures up an image of careful empirical study, rationality, moderation and concern with specific items of policy rather thnn grandiose schemes – all rather virtuous and, perhaps, old fashioned. A book of this nature is inevitably backward looking, and possibly a trifle out of touch with the times. Certainly its tone is a long way from the stridency of Mrs Thatcher, and it lacks the destructiveness and search for conspiracies of the Bennite wing of the Labour Party. Charles Carter refers to its successor body, Policy Studies Institute, as "humble, competent, and practical", but he also regards it as "genuinely non-political". This latter claim is surely nonsensical. It would make as much sense to say that right wing moderates in the Labour Party or left wing ones among the Tories are non-political, or, more generally, that the SDP is a non-political political party. The point is echoed by Eric Roll when he suggests that PEP's work was non-partisan, but this book and all the excellent publications of PEP are full of commitment. The fact that this is not typically attributed to one of the extremes in politics scarcely detracts from that. Indeed, two of the most interesting episodes involved serious internal conflict on the degree of internationalism in its general outlook, and how seriously the "planning" in its title was to be taken. On the latter, the industry group of PEP were fully committed to private enterprise and opposed nationalisation, as if the former were non-political and the latter highly political.

Having expressed surprise that such naivety could persist in the world of the 1980s, one can recognise PEP as a body engaged in middle level research within the context of the mixed economy, on the one hand, and parliamentary democracy, on the other. There is hardly a topic within what might be called their natural field that they have not covered. Possibly they might have devoted more attention to education. Equally, monetary and financial matters, whether domestic or international, have not been their greatest concern.

PEP's publications were valuable because they were soundly based in fact, and stated the relevant questions clearly and simply. I have always found them useful, but never exciting or breathtaking. They did not seek to astonish the reader, and to the extent that they built up a case for change, this would be a slow process rather than a radically rapid one.

Obviously, their rather consensual approach was not easy to achieve, and it is apparent that throughout these 50 years there have been stress and strains. It is very much to the credit of all concerned that the difficulties were either overcome or sidetracked. At least once in its history those who worked at PEP must have doubted whether it would last long enough to allow for a 50 year commemorative volume. Nonetheless, it has survived and in its new guise as PSI will surely have a great deal to offer for the future. It has to be hoped that the kind of work it does will always be of interest to the informed general public and to policy makers.

In this connection it is worth mentioning what is becoming the hoary question of the British Brookings. Sandy Isserlis raises the subject when referring to the merger of PEP and the Centre for Studies in Social Policy. In many ways the misgivings he expressed about a British Brookings are correct. Nevertheless, the need does remain for a high powered independent institution for the social sciences. None of the existing bodies fulfill this role, lacking either independence, intellectual strength or both. While PSI is to be encouraged to succeed in its task, it is difficult to believe that they can fill this higher role, which is not to say that anyone else can either.

Maurice Peston

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Life lines

Asking About Society. By Ruth Hawthorn.
Cambridge University Press £3.45.
0 521 280699
New Society Social Studies Readers. Heinmann 75p each.
Focus on Life. By J. P. Taylor.
John Murray £1.30. 0 7195 3800 9.

Businessmen who call for more "relevance and realism" in education – as students from Essex to Berkeley used to do – are rarely thinking about social studies. Sociologists are about as popular with the CBI as mice at a WI meeting. Their demand is for some sort of practical economics, that pupils should be taught the accepted version of how the world of work and wealth goes round. Young people who sense the "anomie" (Durkheim's term for socially-caused frustration, discontent and agitation) in a society which is struggling through recession into de-industrialisation deserve a more complete explanation than the economists, even supposing they agreed with one another, can give.

Ruth Hawthorn sets out to put into the minds of older pupils and FE students the questions they should be asking and then provides most of the answers. Having analysed most of the building blocks – population, work, class, family, politics, beliefs and education – she fits them together to make a comprehensible whole. Research results and statistical tables are slipped naturally and tactfully into the narrative. The ideas of most of the classical and many of the modern contributors to sociological theory are represented in *Asking About Society* but it is juxtaposition without the confrontation; this cool and academic work will cause nobody's hackles to rise. It admirably fulfils its secondary function as an O level text; every chapter is followed by useful "Questions to Think About" taken from AEB and Oxford Local examination papers.

In an exceptionally well presented and economically-priced paperback it is irritating to find at least two misprints (pp. 39 and 60) and that "skeptical" seems to have become the preferred spelling at CUP.

Sophisticated sixth formers and others will relish Heinemann's sixteen collections of reprinted pieces from *New Society*. This kind of committed and frequently authoritative, every one is somebodee/then no one's anybody"), reinforces the message that competition is good for you weekly journalism, covering themes like "Crime, Deviance and Social Control", "The Media" and "Women and Their Role", contains a bite which one can't expect to find in the best textbook.

It is not difficult to imagine how the unpractised, insecure, possibly conscripted, teacher of social / moral / liboral studies will use *Focus on Life*. "Take out your Focusses, open at page 3, read the MacNeice poem, 'Prayer Before Birth' . . . then answer question 2 – 'Is a child born with the tendency to be good . . . to be bad . . . or, if both, is one stronger than the other?'" Real classroom discussions on important issues have spontaneous (and often dangerous) rhythms of their own. These will be stifled, rather than encouraged, in a lesson based on preprogrammed questions like this. Nor is the work as undogmatic as the author and publisher insist. One should not, perhaps, complain about its Christian assumptions, though its RI relevance should not be underplayed in the preface and on the jacket, but such a claim can hardly be made for a book which tackles the theme of competition by printing the text of the song from "The Gondoliers" ("... When in six pithy sentences, and then asks, artlessly, "What do you think?"

Jack Cross

Age bridge

Happier Families. By Tim Elliott and Carola Byring.
THAM Group, Bridge House, St Ives, Huntingdon, Cambs £2.50. 0 907620 00 0.

Parents experience a conflict between their own needs and their children's, and a lack of understanding of this dilemma. There are ways of looking after children many parents don't discover till too late, so Byring and Elliott took ideas from other books, and use them as an introduction to new strategies of solving or avoiding problems between parents and children.

They offer models of cooperative behaviour, and stress the need to respect the integrity of parent and child. The book is an infectious challenge to convention, authority and habit, and shows that parents themselves can find the resources to reach their own harmonious solutions. It is not dogmatic, but inspires by the authors' enthusiasm for the discoveries they are still making.

There is a lot of useful information in the book, and stimulating quotations from many sources: the cartoons are telling. The layout often distracts from the flow of the text, but that might be unimportant, because this is not a handbook for advice, but a catalyst, stimulating parents and children to take control of their lives and enable others to do so too.

John Duffy

sociology/politics

From blind alleys to broad highways

Brian Davies on introductions to sociology

Sociology: Its Nature, Scope and Elements. By Ronald Fletcher.
Batsford. £12.50. 0713425253.
Sociology: the Study of Social Systems. By Ronald Fletcher.
Batsford. £12.50. 0713425288.
A New Introduction to Sociology. By Mike O'Donnell.
Harrap. £5.50. 0245536477.
Introductory Sociology. By Tony Bilton et al.
Macmillan. £15.00. 0333282043. £5.50. 0333282051.
Fundamentals of Sociology. Edited by Patrick McNeill and Charles Townley.
Hutchinson. £4.95. 091447712.

At prices such that few can enjoy them all, these new offerings for the A level sociology textbook market each lay claim to our attention, though they meet the criteria for being good textbooks (the material having a shape while being compendious, genuinely introductory, well referenced, etc.) differently. The two volumes by Fletcher are the most different and the least well-suited to the central task to which the others are devoted, namely catching the Aldershot syllabus. His is rather a rerun of the historic London tour, with lingering stops at Spencer, Tonnies and Hobhouse and correspondingly shorter ones at the more derivative and overrated Durkheim and Marx. The main route is that which was fully laid out in his *The Making of Sociology* a decade ago. It argues that in the nineteenth and early twentieth centuries, sociology moved from theory to theories (I omit the italics with which the book is plagued). By the second world war, all the so-called modern theories were presaged.

In the period since, when merely differing preoccupations have grown into paradigmatic war, sociology has lived to a great extent up barricaded blind-alleys. Fletcher's call is back to the broad highway of sociological analysis, defined as the scientific study of all known forms of association within social systems. "Properly understood, there is no conflict whatever between systems theory, action theory, structural-functional theory, interactionism, micro- or macro-sociology." (*Nature and Scope:* 229.) To these, add structuralism, neo-Marxism, phenomenology and ethnomethodology. "The supposed separateness of the supposedly different perspectives, or schools, is bogus – and rests upon completely fallacious assumptions." (loc. cit) Fletcher's outline of this "proper understanding" and his pursuit of the bogus and fallacious is frequently deeply enlightening, both at the institutional and theoretical levels. No-one teaching or learning sociology at A level *ought* to learn anything new, for example, from reading either pages 10-15 or 209-214 of *Nature and Scope*. But many will, including some of the authors of other texts which we refer to. Worse, some will not know how to look.

O'Donnell, commended for his confession of libertarian socialism in the foreword to his book supplied by a former chief examiner of the Aldershot line, agrees with functionalist Fletcher "that there is a 'shared universe of discourse' within sociology – substantially arrived at by the founding fathers – which is merely obscured by the current overemphasis on perspectives within teaching circles" (p.590). Thankfully, he does not follow though to produce a book upon the subject matter of sociology like Fletcher's *The Study of Social Systems*, which reads as if it might have been delivered in the LSE Old Theatre in the mid-fifties as a BSc (Econ) Old Regs. Part 1, Elements of Social Structure option, without benefit of Macrea's humour. If this is a primer for where it all (as opposed to a little bit) ought to be then its Notes on Further Reading (p 219 – 232) have a depressing touch of the Rip Van Winkles. Why are there almost no references to works in the last decade?

One ought not to judge a textbook writer too hard without acknowledging her/his difficulties. They have to serve a field as it is – to simplify in order to introduce and then to build-up, to order their material in such a way that its internal form corresponds both to the real subject and its particular syllabus appearances. We are in only the second decade of such attempts at A level sociology texts. Apart from Fletcher, the rest of this crop of producers are themselves also products of the subject's recent expansion. They are all closely tuned to the most recent demands of the dominant syllabus and their books therefore share a considerable degree of similarity of substantive organization. For preference, they "do" theory before and after as minor then major set pieces as well as trying to let it run through their chapters/sections on socialization, stratification, family, gender, education, work, organizations and deviance with variable trimmings. Methods come a bit separate. All do the juggle with "functionalism", "marxism" and "interactionism/ethno methodology". All clearly embody the fruits of successful teaching ploys. The anecdotes, the orderings, the fearless asides, all bear the realistically tinged egalitarianism that was the hallmark of teacher-student relationships in late seventies FE. Our mistresses/masters need not yet fret; humanistically knowing they may be but there's hardly the promise of oral proficiency in barricade manning among the lot of them.

They are all pretty-to-very good on the basic presentation of "subject matter" in terms of the operation of major social institutions and processes mainly on the contemporary British and US scene. They differ more in terms of how far they handle (compress, oversimplify, misrepresent) issues of theory and methodology and to the extent to which they allow their tacit "house-style" to creep through. O'Donnell is easily the best for me in terms of the adequacy of his theoretical presentations and critique. Bilton et. al. manage the task of producing a "single" text from six contributors very well, though one detects mood-swings in emphasis between a marxist-conflict and a *verstehen* pole that makes Durkheim the missing man for most of their pages. It is very relaxed, readable, liberal and lacking in bite. McNeill and Townley is strictly a reader and not a textbook. Its nine authors reach a similarity of level and cross-referencing which is very good. However, its opening quick-fire array of sociological perspectives is most likely to leave young minds buzzing rather than aglow.

All of these books are well worthy of attention and use in specific respects. None would fall the student as a text, though on a well organized course, none will be expected to "do" in its entirety or on its own. I strongly recommend an inspection of the lot. If time is very limited, my suggested *Which* type check list for adequacy would be to ask for each of them (i) do they use the term "ideology" except as a weak synonym for bias or values? (ii) how much sociology do they regard as being free from positivism? (iii) does the term objectivity figure in the text? (iv) how many perspectives do they assign Weber to and do they actually explain why their assignation is over-simplified? (v) how much does it cost?

In the harsh world of modern commerce and faltering capitalism they will be mostly judged on the Haralambos (formerly Colgrove) scale. They all score well on that and some, in several respects, better. However, if I were the author of any one of the these good books, I should be delving ruefully into the economics of the textbook market leader rather than, for the moment, writing out any big cheques.

New wave perspectives

Perspectives on the Sociology of Education: An Introduction. By Philip Robinson.
Routledge and Kegan Paul £4.95. 0 7100 0787 6.

We now appear to be well into the second phase of introductory texts in the sociology of education. The earlier introductions of Banks, Musgrave and Morrish are now inevitably being superseded by those written more recently by Reid, Meighan, Demaine, Sharp and now Philip Robinson.

Some commentators have argued that this new wave of texts is a sign of maturity within the area, others that it is an indication of decadence and stagnation, where more and more of the specialists are writing about the state of the discipline itself rather than engaging in new pieces of substantive empirical or theoretical work. Whichever of these views is most accurate, the task confronting the contemporary writer of a sociology of education textbook is certainly a lot more complex than when Olive Banks' book was first published in 1968. In particular the writer must face up to the problems of theoretical pluralism and theoretical development.

These are problems which Robinson addresses head on in his first chapter, as he says "there are many sociologies of education". Robinson's method is a quick run through of the "founding fathers" as an attempt, he tells us, to relate the sociology of education back to "the changing theoretical bedrock of the parent discipline" Chapter two extends the themes of plurality and change through a brief historical account of the sociology of education which then focusses down upon the contributions of Althusser, Bourdieu and Gramsci as the key figures in what is called the "radical" tradition, in contrast to the "new" sociology of education and "political arithmetic". These three traditions provide Robinson with a short-hand characterization of the contemporary scene.

What may not be clear, especially to new readers (this is after all an introduction), is how these three perspectives relate to the work of the founding fathers outlined in chapter one. Presumably this is something that new readers must find out for themselves, for from chapter three onwards the book reverts to the usual textbook practice of dividing the sociology of education into topics – socialization, classrooms, knowledge, schools as organizations, etc. Several other "perspectives" emerge in the later chapters according to the topic at hand.

I am sure that readers who seek an introduction to the sociology of education will be much helped by Robinson's book but readers who already know their way around the discipline will probably be more of a match for some of the problems created by the author's approach.

Stephen J. Ball

resources

Calculated decision

Peter Connah surveys publications on the use of calculators in schools

● Should calculators be used in the teaching of mathematics? If they are, will the pupils become more numerate or will basic numeracy suffer? Reference to the professional journals produces a whole series of conflicting arguments and suggestions, and it is evident that there exists a deep division of opinion on these issues.

Ultimately the decision to use calculators in the teaching of mathematics rests not with the individual teachers but with the external examining boards who offer examinations at 16+. Most boards now allow the use of electronic calculators, subject to some restrictions. Are their decisions based on the results of carefully conducted research, or are they simply acceding to a view.

If calculators are to be incorporated into mathematics teaching should the schools provide the calculators? Should they replace the batteries? Should there be spare machines in case of malfunction in examinations? Who should decide on the type of machine? Such questions plague the majority of teachers involved in the teaching of mathematics.

We are caught up in a fast growing technological movement which has not really allowed teachers of *mathematics* much time to consider *how best* to implement technology. However there is an abundance of calculator books and magazines on the subject. For the purpose of this review it seems best to divide them into two categories: reports of experiments in schools and commercial materials which are offered for use as texts. It must be stressed, however, that this review is in no way a complete survey of all available material.

REPORTS

A Calculator Experiment in a Primary School
Shell Centre for Mathematical Education, University of Nottingham.

This report concerns a project conducted in a Loughborough primary school. Calculators were given to teachers and a member of the Centre staff spent two days a week there for two terms. The report gives a comprehensive outline of findings and identifies areas in which the calculator was found to be "useful".

The Use of Electronic Calculators in the Sixth Form
H. Neill, County of Durham Education Committee.

This experiment was conducted in the sixth forms of three Durham schools. The report consists almost entirely of descriptions of how calculators may be used in dealing with A level topics.

Calculators in Schools
Schools Mathematics Project

A report of an investigation carried out by SMP in seven schools following their syllabuses. The report is of necessity "disjointed" though at the end the summary does begin to ask whether the introduction of the calculator demands new approaches and topics and a less rigid commitment to existing syllabuses.

BOOKS

Games Calculators Play
W. Judd, New English Library

This text begins with "calc-o-grams" (making words from numbers by reading the display upside down) but presents a range of games and problems which offer scope for developing numeracy and problem solving. It is inexpensive and should stimulate ideas amongst teachers who want to make the fullest use of the calculator in mathematics.

The Calculator Puzzle Book
C. Birtwistle, Elliot Right Way Books

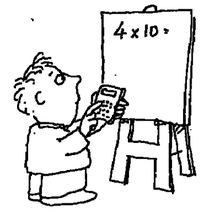
Although the puzzles are not new, this book shows clearly the value of a calculator for subsequent solutions once the thinking has been done. The text demands a reasonable mathematical background and could be used by a mathematics department with a source of supplementary work for stretching the more able.

Fun and Games with your Electronic Calculator
J. Vine, Babani Press

If one's idea of fun and games is to work through page after page of "calc-o-grams" then this book is for you as it contains little else. For those unsure of which numbers produce which words it provides several pages described as a "calc-o-gram dictionary".

The Pocket Calculator Game Book
E. Schlossberg and J. Brockman, Corgi Books

Presents 50 original games and puzzles, many requiring more than one player. Writes to "provide you with interesting, exciting and amusing experiences; to create new contexts for game playing and human interaction; and to develop numerous practical ways for you to use this new and valuable tool" the text goes beyond merely presenting the capabilities of the calculator in connection with mathematics. It will undoubtedly prove interesting and stimulating to those with a reasonable background in mathematics.



The Kid's Pocket Calculator Game book
E. Schlossberg and J. Brockman, Target Books

A further helping of the same,

continued on next page

resources

continued from previous page

though on this occasion the illustrations and layout are designed to catch the interest of children. The authors maintain that the text gives children the chance of having fun with a calculator and that they might learn some mathematics, "painlessly and easily".

Adventures with your Pocket Calculator
L. Rude and B. A. Kaufman, Pelican Books

Offers a range of activities suitable for pupils throughout the secondary age range. To participate in most of the adventures outlined in the book, the reader, it is claimed, will need nothing more than a familiarity with basic operations, but what percentage of secondary pupils can cope with instructions like "By simulating the production of sequences of four random numbers, estimate the probability that, of four random dig its, at least two are equal."

The Calculator Game Book
A. Hartman, New English Library

There is very little that is new in mathematics teaching and this book offers perhaps the greatest collection of unoriginal number activities. the majority of games, patterns, puzzles and tricks can be performed without a calculator and one wonders why the word calculator appears in the title.

Calculator Puzzles
A. Rothery Harrap

For the devotees of the games approach to teaching mathematics, this little book is a must. It offers a blend of the old and the new but presents the games and puzzles in the form of expertly drawn cartoons. Interestingly and simply written,

Make the Most of Your Pocket Calculator
L. Jansson, Foulsham

The above texts all assume a familiarity with the calculator and some mathematics. Using simple language this text sets out to teach the use of a calculator in everyday calculations.

Make the Most of Your First Calculator
J. Shelton, Collins

Another attempt to teach how to best use a calculator which the author sees as an essential skill in today's world. The format is clear though, at times, somewhat cluttered as it attempts to present each individual skill on a single page. It is a step-by-step guide that together make the reader competent in the use of a calculator, though the "experts" could quibble about the presentation of the key sentencing throughout.

The Handheld Calculator
H. R. Hyatt and B. Feldman, John Wiley

The book is described as a comprehensive course designed to make the calculator user more aware of its capabilities. Section 1 explores rounding off, accuracy and precision; section 2 is an introduction to the study of functions; section 3 covers the application of arithmetical operation.

The book could generate interest and provides insight into standard functions. But its use will be restricted to those students involved in advanced level courses in mathematics.

The Pocket Calculator Pocket Book
R. J. Goult and M. J. Pratt, Stanley Thornes

Although the stated aim of the text is "suggesting procedures which are designed to enhance speed and accuracy" readers need a sound mathematical background. It could be used as an aid to improving use of a calculator and in mathematics revision for fifth and sixth form pupils.

Electronic Calculator Users Handbook
M. H. Babani, Babani Press

Sadly, it is no such thing. The book is mostly filled with tables of data, formulae and conversion factors. There are no defined key sequences for a machine.

SMP Calculator Series
CUP

This series consists of five booklets written primarily for students following the SMP course alternative syllabus "c", but it may well provide teachers with ideas and approaches to teaching the use of a calculator generally.

Exploring Numbers
F. R. Watson, University of Keele

A series of three sets of worksheets accompanied by explanatory booklets for teachers. Series A covers the age range 10-13; series B 13-16; series C 16-19. Though the work contained within the worksheets is often "old hat" the refreshing factor is that "the reproduction of pupil material by teachers for use with their own pupils is expressly permitted".

Calculator Maths
A. Rothery, Harrap
At Home with your Calculator
A. Rothery, Harrap

Designed as an addition to normal mathematics work in schools these contain clear explanations of the mathematical processes involved. *Calculator Maths* encourages pupils to acquire confidence in using a calculator.

It introduces the pupil to the calculator and with simple instructions and clear presentation teaches the use of a machine in the early chapters before going on to show how a calculator can be used as a means of solving problems which would normally be difficult and time consuming.

The same approach is adopted in *At Home with Your Calculator* though the bulk of the work in the text is centred around the problem of the home and of living.

Although there is a wealth of resource material available to the teacher; the bulk of it appears to represent what can best be described as "play activity". Most of it does not pay much attention to the goals of school mathematics. What, is lacking is a complete mathematics course written with the effective and efficient use of a calculator as an integral part.

Peter Connah works at the Mathematics Resource Centre, Birmingham

media

Childrens' formulae

Frances Farrer reports on programme plans

This autumn's children's television plans from the BBC were announced last week. They contain few surprises. There are some new series, but nothing really innovative in ideas or approach.

All the old and trusted formulae are back – *Blue Peter* is going to Japan, *Rib Ticklers* is a series of funny books read aloud, there are some new animated films for younger children, *Newsround* is going to be "more like the nine o'clock news" and there's some promising drama.

Later in the year there's *Ticket to Ride*, a travel series, a space/crime series called *Captain Zep, Space Detective*; and *Make 'Em Laugh*, six programmes of clips from silent movies. *Captain Zep* might be good fun: in it the studio audience will offer their own solutions to the crimes in question before the mysteries are resolved.

The announcement of the autumn programme plans provoked some discussion of children's television values. There was a lot of talk about the early summer riots and the influence of television.

Edward Barnes, head of children's broadcasting at the BBC, decided to allow only still photographs of the wreckage to be shown on *John Craven's Newsround*, on the assumption that children might be encouraged to throw petrol bombs if they saw film of bombs being thrown.

There was also concern about how few girls feature actively in children's programmes, whether in drama series or practical programmes. Girls feature either as helpers of boys who are having adventures or not at all, it was alleged. This was defended by BBC producers, who cited the *Maggie* series and claimed to have good intentions.

By far the most discouraging aspect of the current BBC outlook is it extreme caution. Budget is not the only consideration here, though one can understand that even the possibility of reduced funding makes for retrenchment. The main problem, as always, is that paternalistic concern about influence is making for unadventurous programming, while fear of risk is preventing experiment.

Briefings

Radio & TV

For schools

My World (Monday, 10.04, Thursday 9.52 ITV)

This year's programmes are all new. The unit examining family relationships and society begins by introducing first year infants to a headmistress.

British Social History (Monday, 10.38 BBC1)

A new series of plays and documentaries about Britain between 1960 and 1840, based on contemporary material. 14 to 16 year old exam students see a documentary about Richard Arkwright.

Finding Out (Monday, 11.22, Wednesday, 11.02 ITV)

7 to 9 year olds begin a unit of eight programmes pointing out the changes to be expected in the world of computers and microprocessors.

Exploration Earth (Monday, 14.00 VHF4)

An entirely new basic geography series divided into units of alternate radiovision and magazine programmes. "What is Geography?" Starts the term for 10 to 12 years olds.

Middle English (Tuesday, 9.53, Thursday, 11.39 ITV)

9 to 12 years olds see a two-part adaptation of "The Shadow Cage" by Philippa Pearce. Filmed in the South of England, it is a tale of witchcraft, superstition and suspense.

Look and Read (Tuesday, 10.10, Friday, 9.52 BBC1)

"Dark Towers" is a ghost story for 7 to 9 year olds to encourage them to read more fluently. Each programme features one episode from the story and a teaching/reading practice section.

Basic Maths (Tuesday, 11.03, Thursday, 11.05 ITV)

A new series replacing "Leaphog" for 7 to 9 year olds. This week is mainly about lines, and introduces some simple number sequences.

Electronics and Microelectronics (Tuesday, 14.20 VHF4)

A new series introducing 14 to 16 year olds to recent developments in microelectronics. "Beginnings" is a radiovision programme to bridge the gap between school physics and microelectronics. The filmstrips and pupil kits are essential.

English (Tuesday, 14.30 BBC1)

14 to 17 year olds see a new production of J. B. Priestley's "An Inspector Calls", in three parts.

Science Workshop (Wednesday, 9.38, Thursday, 10.10 BBC1)

A weekly series aiming to provide non-specialist teachers in the primary school with ideas on how to begin practical science lessons. Each programme of practical work is followed by a magazine programme to broaden the topic areas.

How We Used To Live (Wednesday, 11.39, Friday, 9.47 ITV)

A family drama serial is used as the vehicle to stimulate work on life in Britain between 1936 and 1953. Nine to 12 year olds meet "The Head of the Family" and see the effect on the Hodgkins' of the Abdication, unemployment and the rise of fascism.

English on Friday (Friday, 9.15–10.30 VHF4)

To ease recording problems, five English series and a five-minute teachers' spot are broadcast together. This week, "Sounds" (9.15-9.20) presents the sound of "The Persistent Caller". "Soundtrack" (9.20-9.30) is an introduction to the series for lower secondary pupil. In "Speak" (9.30-9.40) Len has an accident on his motor bike. "Listening, Talking, Writing" (9.40-10.00) belongs with "Unlucky for Some" – poems by Roger McGough. At 10.05 "Books, Plays, Poems" presents a six-part adaptation of *Pride and Prejudice*.

Documentary Re-run (Friday, 11.34 ITV)

Extracts from documentaries made by Yorkshire TV for evening viewing. "The Return of the Airship" shows how, despite the Hindenburg disaster, research is still going on to develop airships.

extra

SCIENCE

Context and content

Dick West, Director introduces the Secondary Science Curriculum Review

Within a few weeks of England retaining the Ashes and a day or so after the start of another football season the Secondary Science Curriculum Review moved smoothly into operation in a garret office not more than a Botham straight drive from the Schools Council, London.

This article is basically a historical survey of the background to the establishment of the Review and a brief justification of the exercise as conceptualized and planned.

In the examination syllabuses of our GCE and CSE examining boards we can find the formal codification of that which is taught by teachers and, from time to time, is learnt by learners. Other teachers examine what is learnt and in the process learn something about the nature and outcome of teaching and learning.

My point is that examination syllabuses are excellent guides as to what is valued in terms of the cognitive interactions of the classroom and the school laboratory. Now if the syllabus provided by one randomly selected GCE board is to be believed – and I both suspect and hope it is – it would appear that a reasonably intelligent boy or girl living and growing up in contemporary Britain is expected by 16 to know and understand a few of the basic laws of nature.

For the purpose of this exercise may we define "reasonably intelligent" as being the sort of boy or girl which as parents we would wish to foster; and define "know and understand" as being able to grasp an idea or notion and apply that awareness in the context of a real life problem or situation. The laws the young will learn include:- Stephan's Law; Kepler's Law, Newton's Law of Gravitation; Newton's Laws of Motion; Boyle's Law, Charles' Law; Avogadro's Principle; Archimedes' Principle; Hooke's Law; Ohm's Law; and a number of other principles, Laws or conventions and all this and so much more. In addition to noting in passing that not one of these laws is a twentieth century law, we need to appreciate that these same young people will be able to discuss, define and differentiate between concepts as diverse as:- the Hertzsprung-Russell diagram; a coelenterate polyp, digestion and egestion; the gross external structure of the medulla oblongata; geotropism; polymorphism; isomerism; relative atomic mass; enthalpy; entropy; porphyritic and amygdaloidal textures; slates, schists and gneisses; stratigraphy, rhythmic sedimentation; glaciation; uniform acceleration; mechanical energy; elasticity; rectification; black body radiation; and potential difference.

The central problem that faces the school system this year is the identity of the curriculum in terms of the real-needs in the intellectual, emotional, spiritual and physical senses – of all young people who are entering an adult world that is more complex and potentially hostile, than any transitional environment faced by the young this century.

It is in this context, and no other, that the Secondary Science Curriculum Review has to be placed for it will be argued that the content of school science teaching today is not basically relevant to contemporary individuals and social needs. The sort of science I have described in label form above had a value, albeit conditional, in a world where the division of labour was sharply stratified and the purpose of the educational system fitted this stratification in the modern, technical and grammar school sense. We need to remember that much of the curriculum development in the last two decades has its roots firmly established in the tripartite division of schooling enshrined in the 1944 Education Act.

Thus we have a curriculum that values and reifies the grammar of the subject – be it geotropism or polymorphism – and an alternative curriculum that from time to time has sought somewhat pragmatically to interpret the ideas of modern science and technology in ways young people can understand. The problem is that the former curriculum with its emphasis on knowledge as knowledge has always been held in high esteem by professional and laymen alike. The curriculum of "Knowledge in Use" or "Knowledge and Capability" has, by and large, been undervalued and under resourced.

In the above paragraphs I have quite deliberately oversimplified and overstated the basic tensions on which the Secondary Science Curriculum Review rests. I have done this in order to highlight one important aspect of the background to the study that has now been established.

It is also worth noting that the Review has an interesting history for it arises from a series of informal discussions held as long ago as 1978. At that time the Association for Science Education – a co-sponsor of the Review – was producing its discussion document *Alternatives for Science Education* (published 1979) and the Inspectorate were finalising the Primary Survey (*Primary Education in England*, 1978) and the Secondary Survey (*Aspects of Secondary Education in England 1979*).

Concurrently and independently, the Science Committee of the Schools Council was reviewing its function and purpose. All three bodies were, therefore, considering the state of the nation's science education and it seemed appropriate to interrelate those discussions.

In July 1978 a small joint working party was established consisting of representatives of the three bodies. After five meetings the working party concluded that a case had to be made for an extended review of present curricular provision in science education and a report was presented early in 1979 proposing the establishment of the present study. In due course funds were made available by the Schools Council and the Association for Science Education to support a five year "project".

Given the unprecedented level of curriculum development in the last two decades, what is the aim and purpose of this further initiative? After all one only has to list the Schools Council and Nuffield Science Teaching Project "packages" to see that the full age range from five to eighteen plus has been covered.

A youngster today may well meet science *5/13*; Nuffield Combined Science, School Council Integrated Science, and complete his, and more rarely her, education by taking Nuffield Physical Science in the sixth form. Others may meet the initiatives of the l.e.a.s. or the ASE – perhaps Science Horizons or Insight to Science or the LAMP project. In the background are many other projects and syllabuses that enliven the teaching of science – Project Technology, Working with Science, Engineering Science – not to forget the emerging disciplines of earth science, environmental science, social biology and science in society.

All this provides a rich and varied menu for teachers and their pupils, so why invent the Review with all the overtones of yet more curriculum materials? The answer is that the Secondary Science Curriculum Review is not basically a curriculum materials production project.

Instead it is concerned with determining an alternative framework for science studies in order to achieve one basic aim viz:- the creation of a system of science courses which will enable all boys and girls – whatever their abilities and career interests – to receive an appropriate scientific education. In short it is an attempt to convert the educational slogan "Science for All" into a practical reality.

Given this aim it is entirely appropriate that the Review should be established at this juncture. A series of important curriculum planning documents published since the "Great Debate" have all emphasized the critical importance of science studies in the core, common or protected element of the secondary school curriculum. This message can be traced through the sequence of DES papers that include *Education in Schools* (1979), *A Framework for the School Curriculum* (1980) *and the School Curriculum* (1981). The *Inspectorate In A View of the Curriculum* (1980) and the Schools Council in *The Practical Curriculum* (1981)

continued overleaf

A technological flavour

By Terry Allsop and Brian Woolnough

It has become widely accepted that an introduction to technology should form a part of the education of all pupils.

Most recently, this has been stressed by the papers on the school curriculum produced by the DES (*The School Curriculum*) and by the Schools Council (*The Practical Curriculum*).

What there is less agreement about is what technology means in the context of schools – some use it as meaning a rather closed study of technical skills, others as an all-embracing theme which permeates all human endeavour.

Clarification is necessary as an introduction to any discussion of technology. For our purposes we interpret technology as having three important strands.

Primarily, technology is about problem solving, the open-ended design process, in which a problem is established and analysed, possible solutions considered, and the optimum solution selected, implemented and evaluated.

Secondly, technology involves the applications of science and craft in the world. Thirdly, technology relates to the impact that technological products and processes have on our lives – the implications of technology for society.

There are various ways in which technology is being introduced into the curriculum. Technology may be experienced through extra-curricular activities; in science, craft or hobbies clubs, and through science fairs or industrially sponsored competitions. Technology may be taught as a distinct subject for external examinations at various levels – Schools Council Modular Technology or JMB Engineering Science are interesting examples. Alternatively, other, more established subjects, may be modified and made more technological in outlook. In particular, craft and science lessons are readily susceptible to technological influences.

Much good technological activity has come through all of these ways, but in the rest of this article we will be considering only ways in which technology can be introduced through science teaching – an area we believe has much potential for development.

If we look at the different stages of the pupils' schooling, we can see how technology can be fitted into their science learning. At the primary school level much of the best science teaching is essentially technological, involving looking at the environment, asking questions, setting up projects and investigations, and taking a fundamentally open-ended and problem solving approach.

The Schools Council Science 5-13 project, the new Learning Through Science project, and the ASE's Alternative for Science Education, all advocate this approach. However, this approach requires confidence in a teacher, confidence to follow investigations into new areas, and some primary teachers are, or think they are, inexperienced in science.

Some, in the belief that they are teaching meaningful science, revert to the security of teaching scientific facts. We believe that most primary school teachers need not feel insecure in teaching science. If treated as a problem solving activity, it matches closely the approach they would take naturally to other areas of the curriculum – often some of the best work seen at science fairs comes in projects done in primary schools.

At the 11 to 13 or 14 year old stage, there is a widespread commonality of present practice, with Nuffield Combined Science and Science for the Seventies, or very similar schemes holding sway. Although many schools are not dissatisfied with this package, we believe that there are serious deficiencies and missed opportunities in such a diet. There is a good deal of evidence, especially from the work of Shayer and Adey (*Towards a Science of Science Teaching* – Heinemann) that the conceptual demands and structure of much of this work are inappropriate for the majority of pupils at this stage. This leads to the "practical sandwich" type of lesson often directed by the ubiquitous worksheet which occupies the pupil for the required length of time on activities frequently not assimilated.

Unnecessarily specific content at this stage leads teachers to feel constrained by pressures to "finish the syllabus" by the end of year two – often a quite unsuitable target. Though it is true that most pupils enjoy doing science at this stage, we would question whether such a convergent, content based structure makes the most appropriate use of this time. Here, above all, in the opportunity for making science teaching more technological.

In Oxfordshire, as part of the *OERG Technology projects, we have been looking, with local science and craft teachers, at ways of making the 11-13 curriculum more technological. We have developed two types of input into the established science curriculum: "Projects" and "Topics". The "projects" are short, problem solving exercises which might be fitted into the course at different places to give experience of the open-ended technological process. The "topics" are larger teaching units which take existing topics taught in 11-13 science and suggest a teaching approach which brings out the three strands of technology from them.

These materials have been developed by local teachers over the past year, and will be considered and implemented by a wider range of teachers in the coming year. We believe that such inputs show how technological flavour can be given to existing science courses at this stage, and will add a necessary dimension.

John Goodman, Warden explains the ecology of Mallydams Wood to boys from Alpha Preparatory School. See "Fungus and Pickled Forest" on opposite page.

Photo: Maurice Pickering

The problems of adding technological inputs to science lessons at the 14-16 age range are greater, because of external exam pressures, but not insuperable. The applications of science are well integrated into many science courses for all abilities, though less so for the more able O level candidates than for the less able, who are becoming increasingly well catered for in such courses as Science at Work and Open Science. The social implications of science are less in evidence, perhaps because of the reluctance of many science teachers to get involved with such divergent, complex problems, though the work of Science in Society, and SISCON-in-Schools may soon be used as sources of material for the 14-16 age range.

The third, and fundamental strand of technology, the problem solving projects, are sadly missing from courses at this stage, and most practical work is very tightly structured and stereotyped. It is clearly is not easy to find the time and the organization to introduce open ended, problem solving exercises at this stage. Perhaps such work being incorporated into the new structured technology courses will prove, by good practice, an example with science teachers may wish to follow.

At the sixth form level the A level science courses contain some, but not many, technological aspects. Again, much practical work consists of sterile, closed, exercises. It is a great pity that more science teachers do not feel able to fit projects or investigations into their courses, whether as an unexamined or as an examined part of the course, as is required for Nuffield A level physics and biology.

Few who have seen the quality of the work done by sixth formers in the science projects and investigations can doubt the immense value and quality of work it produces. Especially when compared with so much standard practical work, it is clear that the sixth formers are experiencing "being a real scientist" through this approach.

It is heartening to see Ingle and Jennings advocating this project approach so strongly in their recent book (*Science in Schools – which way now?* NFER). We too share their belief that "through experience of pursuing open-ended scientific problems, pupils would gain a better and more founded view of the nature of scientific inquiry and of the relation of science to technology than they would from a structured course which limits investigation to a carefully controlled and even contrived heurism."

*The OERG Technology project is a research project based at the Oxford University Department of Educational Studies, funded by the DES, looking at the problems and possibilities of introducing technology into the school curriculum. OERG, Oxford Education Research Group, represents a style of cooperative working on school-based research questions with personnel involved from the university, the l.e.a. and the schools.

Terry Allsop and Brian Woolnough are both members of the University of Oxford Department of Educational Studies.

Content and context *continued*

reinforce this position. Not surprisingly the ASE presents a strong case for "science for all" in its discussion document *Alternatives for Science Education* (1979) and in its recently published, and eminently readable, policy statement *Education Through Science* (1981). Whilst the ASE publications discuss some of the theoretical and operational problems of an appropriate "science for all", no mechanism at present exists for converting what the editor of *The TES* describes as "the cracker mottoes" of planning documents into a workable and useful practical reality. This problem was noted by Mr Neil Macfarlane, Parliamentary Under Secretary at the DES in his address to the 1981 Education Conference of the ASE. In discussing the implications of *The School Curriculum* Mr Macfarlane noted that: ". . . if all three traditional science subjects are taken up to sixteen, to the depth and with the coverage now required in examinations syllabuses, other areas of the curriculum are likely to suffer. This is the fundamental dilemma facing us. I do not pretend there is a simple solution."

It would be simplistic to suggest, however, that the problem of science for all is that of fitting three subjects worth of content into one or possibly two slots in the option system. Solutions such as biological and physical science beg many of the issues of relevance and need alluded to above.

Combined science and unified science are merely words that hide conceptual and practical minefields. While present good practice and the rich archives of curriculum materials that are available will be plundered in the search for solutions there will also be a need for a radical reconceptualization of the role of science studies in general education.

The Secondary Science Curriculum Review will therefore be concerned with the totality of the secondary curriculum and, inevitably, in the conflict of values that will arise as issues are identified and discussed.

As director of this study I am determined at an early stage to seek the views and support of the full range of organizations and bodies concerned with science teaching. I will also seek the views of science teachers themselves and hope that later in the study colleagues in schools and colleges will be willing to take part in some exciting and stimulating development work. For the moment it is a drawing board and many sheets of blank paper that occupy the mind.

The address of The Secondary Science Curriculum Review is 10A Orme Court, Portland Street (Floor 5), London W1N 6BH.

Stretching situation

Gillian Thomas reports on a science summer school for able children.

Persil really does wash whiter, according to the results of a project on detergents by Martin Green and Julia Faulkner, both 12-year-olds in their first year at comprehensives in Warwickshire.

They were among 68 "highly able" children specially selected to attend a science summer school at Warwick University in July. It was the third to be organized there by Dr Peter Screen, Senior Lecturer in Science Education.

The school is the highlight of the activities of the ESTEAM project – Enrichment Science and Technology for Exceptionally Able and Motivated Pupils – which involved science teachers in 22 Coventry and Warwickshire schools. It was set up because of the concern of Dr Screen and colleagues in the two LEAs about whether teachers were fully aware of the needs of the ablest children.

The summer school takes place over two weeks each year. The first is attended by first-year pupils in Coventry, who are 11 to 12 years old; and the second by pupils in Warwickshire, also first-years but aged 12 to 13. They are selected by a specially devised test on ability and motivation.

Under the direction of Mr John Purcell, who has a three-year research fellowship at the university, and science teachers from each of the 11 schools involved, the Warwickshire children tackled ambitious projects on fibres. These included measuring the strength and elongation of yarns, methods of flame-proofing, polymerization, wool shrinkage, the identification and insulating properties of fabrics and papermaking in the context of the energy crisis.

In addition there was a visit to Courtaulds for a lecture on polymers and to see the manufacturing and research processes. By contrast another day was spent at Ufton Fields, a local nature reserve for group field-work in biology on pond life and habitats.

As the children reported on their week's work to an audience of staff and parents during the closing session on Friday evening, they left no doubt as to its value.

A week off school was of course welcome in itself. But, in addition, it had been a unique opportunity to work in very small groups with a tutor on studies that had been carefully designed to stimulate interest in scientific methods. Most had also gone on to draw conclusions from their discoveries.

Thus, the children had been stretched in a way which is usually impossible in the classroom situation. However it is to the teachers themselves that the summer schools are particularly directed.

"They are primarily a vehicle for in-service training and our aim is twofold", explains Mr Mike Wild, Science Advisor for Warwickshire. "By getting them to work closely with able children we hope to make teachers more aware of their needs and potential.

"In a science class, it is not easy to watch for all levels of ability at the same time. At the school they can try out fresh approaches and exchange ideas with colleagues, as well as with the children themselves.

"We also want to help teachers to be able to identify these children in their own classes, so their talents do not get ignored or neglected".

It was the realization that science potential was not always being adequately encouraged which led to the setting up of ESTEAM three years ago. For it, Dr Screen brought together local biologists, chemists and physicists and they now meet fortnightly on Saturday mornings.

They organize fieldwork, lectures, experiments, and visits for the children and are producing enrichment material – like project sheets, booklets and experiment details – to extend the depth of the core curriculum. Currently about 10 per cent of the science teachers in Coventry and Warwickshire are involved though they hope to draw in more and more.

However, some headmasters and teachers in other subject areas do not favour the idea. In particular the summer school inevitably imposes an extra burden on the staff who remain behind in school as it needs one science teacher to accompany three pupils.

There are accusations too of elitism, and criticism that the schools put an added drain on already strained resources. In fact, they are principally funded by Encyclopaedia Britannica, while BP has provided 40,000 for John Purcell to direct ESTEAM overall.

In addition, the Department of Industry has just approved a grant of £12,000 to cover a research post for the development of further enrichment material for able 11 to 13-year-olds.

All the teachers at this year's school welcomed the opportunity it had provided to work in depth with keen, able pupils, most of whom were particularly interested in science though they had been chosen primarily for their general ability.

"It has been an insight into what distinguishes them from their peers", commented Ms Jean Bayliss, Head of Biology at Manor Park School near Warwick. "The week has certainly made me more aware of how to identify the ablest children in a class and appreciate what their potential might be.

"Undoubtedly, they have a greater ability than most to discuss problems and come up with the answers to open-ended questions. Equally, I have come to recognize their limitations and that there are dangers in stretching them beyond their emotional development."

Fungus and pickled forest

Maurice Pickering visits Mallydams Wood

Fungus and pickled forest are not the latest in macro-biotic breakfast foods, but just two of the ingredients that go to make Mallydams an exciting place for budding ecologists. Mallydams Wood (no one knows how the name was derived) is a 60-acre site for a field centre and nature reserve owned and run by the RSPCA. It lies in a sheltered glyll about three miles east of Hastings and within easy reach of the sea. Since 1962 the wood has been managed by the warden, Mr John Goodman, in an effort, now beginning to bear fruit, to create a variety of habitats within the general framework.

The fact that he has introduced a number of exotic plants might upset the purist, but there is no doubt it has increased the diversity and Goodman argues it is more typical of the British eco-system as we find it in any case. Certainly it puts a keen edge on your observation.

Close by is the well known Pett Level with the old Royal Military Canal and pools. Below the cliffs is the submerged, or brine pickled forest as Goodman calls it, within the foreshore zone.

Enthusiasm, as every teacher knows, works wonders with children and with Goodman round it's infectious. In 10 minutes he has everyone's eyes, ears and nose alerted in a communal detection exercise that produces a basful of specimens for the laboratory. There is always participation. Six boys hold hands to circle the bole of a great beech and are then spread out to demonstrate the girth while someone produces a seed for comparison.

He introduces the winter feeding tables as the "supermarket". We find fungus, leaf hoppers, badger sign, giant rhubarb, glow worms and a wolf spider. Later the microscope reveals the exploding of fern sporangia and the astronomic numbers of spores released.

The seashore party returns, somewhat damp, with a similar bag of trophies to sort into trays, magnifier boxes or slide sections. They have bits of stone, shells, weed and a jar of lively looking gunge from a rocky pool. There is a quiz and a barrage of questions, some of which turn out to be very searching, but always, what, how, why, when and where?

If your class is well behaved, you may be lucky enough to be introduced to the guests. There is a small wild life treatment unit tucked safely away behind the warden's house. Juvenile or injured birds and mammals are nursed here until they are fit to fend for themselves again. Badger, fox, owls, kestrel and gulls were current inmates, not to mention of a tame wood pigeon who refuses to leave. Mr Goodman illustrates the point that badgers like bribery by an anecdote about how his badger on a lead began to dig out a nest one evening but he got the blame from an enraged swarm.

So much biological information is locked up in our specialists and their scientific journals. You cannot expect to get far in a few hours, but what Mallydams has to offer is practical and will undoubtedly inspire some to a vocational interest.

I believe the current upsurge of popular interest in nature as exemplified by Bellamy, Attenborough and the rest will eventually have important sociological consequences. This is not just a [illegible] understand and explain [illegible] out us but stems in part from reaction against ruthless exploitation and disregard of the biosphere.

True, some get bees in their bonnets and go to extremes, but that is their response to a deaf ear. True also that nature eventually heals the wounds of mechanised homo sapiens but that is no excuse for the unintelligent short term viewpoint.

Now and then the matter comes to boiling point, though the issue is usually partial and frequently unsupported by accurate data so that little rational argument is presented.

The need for a widespread and general appreciation of how we depend on the biosphere for our continued existence and of how resources can be converted without depletion, may become paramount for the next century. Already there are signs of urgency, and man must learn to understand the workings of his planet. Exposure of people like John Goodman and to places like Mallydams is particularly valuable for teachers and pupils in this respect.

As you might expect, the warden and his staff are totally adaptable about the short courses they offer.

Children's courses are usually for one day during which they like to cope with a maximum of 30 plus two adults. The basic menu is woodland, seashore or freshwater ecology but this can be varied by arrangement.

There is youth hostel standard accommodation for 11 at the centre, which permits the running of two or three-day courses for senior pupils and adults. Fees are too small to worry about but bookings are dealt with by the Director of Studies, Mr C. F. Hunt, at Etchden 7217. [illegible] donations are always welcome.

extra

Science and the Social Conflict

"It can be downright offensive to attribute to science an academic neutrality . . . Joan Solomon introduces the SISCON-in-Schools Project.

Nowadays we are all for socially relevant science. Every new science syllabus boasts that it contributes to an understanding of "technology-based living", or "the social implications of science".

Best of all, two sixth-form syllabuses have recently emerged which are explicitly devoted to this worthy theme – *Science and Society*, from the Association for Science Education and from SISCON (Science in a Social CONtext). And yet, hardly has the applause died down than critical voices are heard (The *TES* March 13). Why should there be conflict over so worthy a project? What is the difficulty?

Both are one year courses for mature pupils, aged 17 and upwards, whether science-biased, arts-biased or those who simply stay on for one year to complete their education.

Clearly, these are courses for those who are beyond the age of compulsory education, those who might be out-at-work or out-of-work, those near voting age, all citizens of our complex community whose inheritance includes a range of thorny social problems. For them the conflicts need not be hidden.

Sixth-form General Studies have had a chequered history. As long ago as 1959 the Crowther Report advocated that between a quarter and a third of teaching time in the sixth form should be devoted to broadening themes. Although this has often been little more than a pious hope, the arguments for such studies continue to be heard. Twenty years on the Keohane Report spoke eloquently, "a truely liberal education, aiming to help pupils understand how society works and decide what part they can play in it, has the sort of *relevance* we are after."

Gone are the days when civics for the sixth form meant learning about parliamentary procedure and local government meeting. The new civics must include the background to such science-based problems as the energy crisis, the microprocessor revolution and the testing of drugs because they affect all our lives. As Petersen put it in *The Future of The Sixth Form* "every sixth former needs and wants to develop his capacity for interpreting his environment . . . not merely to understand it, they want to operate within it, they want, in some respects at least, to be able to change it."

Here is the crunch of the problem. To teach science and society materials so that they inspire involvement, even social criticism, can be unfamiliar to the point of being frightening. Yet, for such general studies courses, nothing else will do.

The traditional approach assumes that science is neutral and that, where there are facts to be learnt, the experts should be called in to light the way with their scholarship and authority.

In science, we are used to accepted, consensual theories; neither Ohm's Law nor cellular respiration can be matters of fervent individual opinion. How convenient it would be if only our scientific notables could expound the "correct view" on the social problems of science in the same straightforward way!

The studies of IQ and race, and the development of nuclear warfare show the absurdity of such a detached viewpoint. It can be downright offensive to attribute to science an academic neutrality which enables its practitioners to pronounce on our human problems as though they were so much accumulated and verifiable data. These new courses are bound to include open-ended questions where even the experts differ. We may not be used to such dilemmas within our normal science lessons, but are they really so foreign to education as a whole?

A fourth-year in a London Comprehensive testing metals with acid. This generation will inherit a range of thorny social problems when they leave school

The SISCON-in-Schools project has had to face all these problems. As an off-shoot of an association of university and polytechnic teachers in this "science studies" field the organisers knew about some of the pitfalls. A series of articles by different prestigious experts would not do. As practising school teachers they could see some of the difficulties as well as the advantages.

They needed to suggest that this was a serious field for structured study as well as for opinion. They also knew that strong feelings and budding political affiliations could be expected to bubble to the surface and that the very topicality of the issues meant that their outcome could not possibly be predicted.

The method that SISCON has adopted is to approach each topic from a historical standpoint in order to lend the study a valuable element of perspective before studying the modern issues. The early development of steam engines, for example, was stimulated by much the same search for economy in the consumption of fuel as faces us today. Nineteenth century public health in Britain mirrored many of the problems which now dog the less fortunate of the Third World – infected drinking water, infant mortality and deficiency diseases.

There are also a daunting array of different discipline areas to be touched upon: history, sociology, economics, technology, medicine and geography as well as all three of the traditional school sciences. Does this call for a modern Socrates? As one diffident teacher put it "How do we stay on top?" The answer is not only that we *cannot*, indeed we *need not*. The teaching materials, arranged in eight different units, give the outline for study; it is the pupils who then use articles, from newspapers or from the television, to put flesh on these bare bones. Many teachers do enjoy learning with their pupils in the struggle to evaluate evidence from various sources and to form opinions. The tables can be firmly overturned once the individual projects are begun and each pupil has the chance to take over and vaunt his or her new-found knowledge.

"How do you avoid indoctrination?", we are often asked. This course cannot evade contentious issues such as birth-control, abortion, the placement of funds for research, warfare or nuclear power, and we *do* want to encourage students to see themselves as concerned and thinking citizens. We can be sure that some of their opinions will not match our own; how should we react to the vociferous pupil who drowns discussion with his or her own loud polemics?

Must the "neutral chairman" just sit by in pallid and unconvincing imitation of an arbitrator? Experience shows that it is perfectly possible to combine respect for the enthusiasms of our pupils with the role of a real thinking adult. If none could be found to demonstrate both involvement and freedom from *logmatism* it would be a sad day for the ideals of democracy and education.

The aim of this course is to exhibit science as an endeavour which is deeply rooted in the society which uses it. The teaching units cover a wide variety of topics: the interaction of man and nature, the nature of scientific theories, technology, invention and industry, evolution, the atomic bomb, energy, health food and population, and space fiction and conflict. For the purposes of the A and O level examination only six of these are chosen for study, in addition to a special, individually selected project topic. The materials are being tried out in some 20 schools and revised in the light of teaching experience.

One of the great advantages of science and society studies is that they combine, in such glorious measure, both fact and feeling. For those with a tendency to waffle or declaim there is the discipline of scientific fact and economic data – the working of a nuclear reactor, the proportions of research and development spent in different fields of research. For the too narrow science student there are the more affective areas, respect for different customs – why *should* the less developed countries have to eat soya beans? – and personal responsibilities which can transcend the urge to simply "push back the frontiers" of scientific knowledge at any cost. Above all there is the rare opportunity to combine the pupils of our new sixth forms into a group where a diversity of academic preference and ability is a real asset to truely communal learning.

SISCON-in-Schools Project, School of St David & St Katherine, London, N8

extra

Back at the drawing board

Alex Johnstone makes a case for recent research results to be included in the planning of "science for all" courses.

In the core section of the Munn proposals for the secondary curriculum in Scottish schools there is provision for some kind of science for all pupils up to the age of 16. However, few would suggest that the existing science courses: integrated science for years one and two and O Grade for years three and four, would be suitable to meet the needs of all (or even any) pupils during the period of compulsory secondary education.

Much ingenuity has been expended upon these courses and much more is now being devoted to the development of Foundation Science for the least able group of third and fourth formers. Hopefully, in the not too distant future work will blossom on the General and Credit courses completing a bottom to top curricular development in science education. But how are these courses going to be any more effective than the existing ones?

By adding the twin seasonings of "relevance" and "enjoyment" the mixtures may be made more palatable to the pupils and teachers, but will the pupils who will be obliged to follow these courses learn anything of lasting value?

During the years since these earlier courses were written a considerable amount of educational research has been done within the sciences to investigate blockages to learning. It would repay curriculum writers to take cognisance of the results. It is easy to dismiss educational research as irrelevant and academic and to depend upon the hunches of well seasoned teachers who "really know how pupils tick". But all the curricular developments of the past 20 years have been in the hands of such teachers and some disasters have resulted. Probably the worst of these, the original Nuffield courses, were so unsuitable for Britain that they had to be exported to countries abroad! The Scottish Integrated Science in its earlier forms was similarly exported.

Now that we are back at the drawing board, perhaps the researchers have a contribution to make. I am not suggesting that theirs should be the only contribution, but that a blend of empirical study and experience might have a chance of success where previous efforts have proved to be inadequate.

In the remainder of this article I should like to outline a few areas of research from which useful guidance might be sought by the curriculum writers.

Work done in Britain and elsewhere has revealed very clearly that pupils come to science with quite strong preconceptions or "alternative frameworks". These are picked up from experience, conversation, peer groups and parents. When pupils are presented with a phenomenon in science they interpret it in terms of their own preconceptions and often teachers are quite unaware that they have done so. (Not only is this observed in pupils but also in teachers, teaching outside their own discipline).

A narrow necked tin has a balloon fitted over the outlet; the tin is heated and the balloon expands. The pupil explanation often is that hot air rises and fills the balloon. Explanations in terms of particle theory may well be written in the pupil's notes, but he holds on to his own "better and simpler" explanation. It is to be hoped that teachers aware of this would present the experiment with the tin held upside down "to allow the hot air to fall". This would help the pupil to dismantle his "hot air rises" explanation before taking on a particulate picture. This is but one small example of a large amount of material which researchers have uncovered and which might affect the way that new material is presented.

A second area of research which has a strong bearing upon the learning of science has been carried out mainly in Scotland. We have turned our attention to the "holy ground" of practical work. It is a well embedded doctrine of science education that practical work must be an essential element of it and the more practical a pupil does himself the better. There has been a great deal of talk about discovery learning (albeit guided discovery) and the mythical Chinese proverb has often been quoted "I hear and I forget, I see and I remember, I do and I understand". The research evidence in support of this is obvious by its absence. What is known is that pupils enjoy practical work as a break from the more didactic exercises, but the amount of congitive learning which takes place during practical work is disappointingly small.

Certain hand skills are fostered but little else. The research evidence indicates that the transmission weakness is almost certainly the consequence of the traditional shape of practical work which results in information overload. Before and during an experiment the pupil receives written, verbal and even pictoral instructions. He has to recall from long-term memory names of equipment and materials referred to, recall earlier theory and skills (manual, graphical and computational).

The experiment itself adds to the load by providing its own information; visual, aural, tactile etc. The total effect of this is to obscure what the experiment is trying to teach. The working memory is of limited capacity and for many experiments (some begullingly simple at first sight) this capacity is overloaded. The pupil is forced to take refuge in a number of tactics to reduce the overload, most of which are conducive to inefficient learning.

- He may treat the experiment like a recipe, clause by clause, thus pressing his nose so close to the "bark" that he cannot see the "tree": and far less the "wood".
- He may be frantically, but randomly, busy getting nowhere.
- He may blindly copy others who appear to know where they are going.
- He may volunteer to take on the role of recorder and allow his neighbour to do the actual work.

All teachers of any experience will have seen some or all of these phenomena in a practical class, but may not have seen them as a consequence of information overload.

To avoid the pupils being forced into these tactics, teachers and curriculum planners can take action to prevent overload in the first place by way in which experiments are designed. One small example might suffice to make the point.

In junior classes the first introduction to acids and bases is now done using pH paper. The pupil has to test various substances with it, compare the colour with a dubious set of standards to arrive at a number which has no meaning. The pupil is told to categorise substances giving a pH value less than seven as acid, seven as neutral and greater than seven as basic. He is informed that the *smaller* the number the *more* acidic it is. The more inquisitive pupil might have the temerity to ask the meaning of pH. He then has to be fobbed off with a promise that he will find out later or, a teacher who tries to explain, rapidly gets the pupil bogged down in, p = power, H = hydrogen ion concentration, and the load becomes impossible.

Why not revert to litmus paper? The information load dwindles to easily manageable proportions in one stroke.

Many experiments have been examined and their effectiveness measured after the load has been reduced and very encouraging results have been obtained.

In a short article like this it is impossible to touch on more than these two potentially valuable research areas but I hope that a case has been made for the inclusion of researchers, or those who are conversant with the research which has been done, in the teams who are seeking solutions to the problems of providing "science for all".

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extra

Science in Men's Society

Compiled by members of the Fawcett Society

The 1970s witnessed two major concerns developing within science education: that science should be presented as socially interactive and that girls (who were seen as disadvantaged by lack of science qualifications) should become more involved in science and technology.

Several research studies suggest that, if applications of science and its social relevance were integrated into science courses, more girls might find these more attractive. It looked as if by meeting the first concern we might find solutions for the second. In this context, the ASE "Science in Society" project materials were eagerly anticipated.

The materials became widely available in the early part of 1981. They take three forms: a teacher's guide, containing a possible order of presentation for an A/O course, hints for handling discussion and a considerable amount of data; a set of 12 booklets (readers), containing papers written by many eminent doctors, scientists, industrialists, engineers and others and eight simulation exercises.

It is with the readers that the following criticism is chiefly concerned, as these are the materials that will be placed in the hands of the pupils for them to read, reflect upon and discuss.

With eminence as a criterion it is perhaps not surprising that women are few among authors of the papers (only five among 90 names). On the other hand, of 239 people mentioned as contributing to development of the course, only 24 are obviously women (55 names carrying initials only have largely been identified as male). This, of itself, would not have been an issue, but, as one reads the booklets, it becomes very clear that they were written by men, from a peculiarly male perspective on life, with boys in mind. The inclusion of more women at the development stage *might* have enabled the project to recognize that roughly half of the population, at school or among adults, is female.

The pattern is set early on. The teacher's guide recommends that the course should start with students' own homes and families: "The course is concerned with their society, so it seems essential that students should feel involved from the outset". After a preliminary raising of questions, the pupils are referred to an historical paper: "Homes and Families in Society, 1760 – 1980" (K6). To cover the field a number of men of typical wealth or poverty are taken.

We begin with Richard Clark: well-off country gentleman in 1760 (why not the Clark family?). After five paragraphs we learn that he has a wife, for her dress is described, and the fact that "his waistcoat is lovingly embroidered in silk by his womenfolk".

One real woman appears – Mrs Hannah Glasse, whose *The Art of Cookery made Plain and Easy* had appeared in 1747, and there are interesting extracts from her book. But this is not used as it could have been as the basis for a brief paragraph on the range of household crafts and versatility needed by a busy country housewife in the mid – eighteenth century.

Everywhere in the domestic scene, Richard Clark appears on his own: "Hob grates were available to Richard Clark by 1760." (What did Mrs Clark sit by?)

"In the country, Richard Clark's servants carried away the slops." (The servants were probably hired by Mrs Clark).

The education of sons has its paragraph. What was or was not available to girls has no mention at all.

Tom Smith follows: country labourer in 1760, though his circumstances and style of life are at the other end of the scale, he is presented in precisely the same way, a male with a female adjunct:

"Candles were too expensive for Tom Smith . . ."

"Farm workers like Tom lived largely on vegetables . . ." (What did Mrs Smith eat?)

"The one fire in Tom's house was in the living room, and here his wife cooked. He burnt wood . . . etc."

"It is hard to compress into a few paragraphs the enormous changes which took place during the eighteenth century and altered the lives of Tom Smith and his fellows". (Why not "the Smiths and fellow families of labourers"?)

Robert Clark: factory owner in the 1870s, though once again a married man (for his house has nurseries), lives in the same male-encapsulated fashion as Richard a century before:

"Robert Clark's choice of furniture and domestic equipment . . ."

"Robert Clark yielded nothing to his great-grandfather in his appetite. . .

"In his kitchen Robert could afford more modern equipment . . ."

Not surprisingly when another woman appears, it is Mrs Beeton whose *Household management* was published in 1861. As with eighteenth century Mrs Glasse, brief extracts from her book appear, but no indication of the immensity of her achievement producing the book at 25 amid constant child bearing. As for Robert's womenfolk; we learn only that they were "corsetted" and "suffered from the vapours". From 1870 onwards girls' education was to show rapid advances. Its only mention here is a sentence on governesses.

William Smith, factory hand in the 1870s had long hours of work and "pay barely enough to provide his family with food". Did his wife or children work? There is no mention. Moreover – "The spectres haunting the mind of the workman were now (1870s) unemployment, sickness or old age. No welfare state shielded him from them". Has the writer never heard of working women, or of unsupported women; or that the threat of the workhouse hung over the whole family?

In bringing the account to an end it is suggested that stratification into different occupational/social groups has largely disappeared. "Traces remain, but if you look round in a busy street, it is not easy to know whether you are looking at a doctor, a miner, a ironworker, a plumber, a shopkeeper, a company director, or an open-necked parson. It may be harder to recognize their wives – or to know who owns which car". For whom has the scene been set? Certainly not for the girls. They learn yet again that men and boys are important and their role is subsidiary and weak, not worthy of comment.

First year science in a London comprehensive. Research studies show that socially relevant science is attractive to girls.

Things do not improve. Medicine and health is recommended an early place in the course. Various readers are relevant to this topic. In "Disease and the Doctor", the latter is presented as male, while the nurse is female. One exception is the anaesthetist "the career is particularly suitable for ladies who wish to keep in contact with hospital medicine while raising a family as the work can be provided on a sessional basis". The author then goes on to comment coyly that "A striking feature of anaesthetists is that they are invariably delightful company". (A1)

An imaginative use of a case study of a family going to live in the tropics is included to examine health service provision. But the value is destroyed by framing the story as Charles Brown's dilemma. It is *his* family, and *his* decisions and precautions that are taken. There is no suggestion that the wife might be worried too and that the responsibility is anyone's but Charles' patriarchal duty. We read (C6) that "daughters, especially can make a massive contribution to the care of elderly relatives", thereby implying that sons may either escape the burden of care or be deprived of the privilege of a caring relationship.

Population and Health (B) avoids a gender commitment when defining the role of nurse but osteopaths, pathologists, consultants and GPs are masculine. This reader contains one dreadful chapter entitled "Sex and society" (warmly recommended in the teacher's guide) which, in a prejudiced and non-scientific way, sets out to condemn changed sexual attitudes without examining them rationally. Among other positions taken, a criticism of the earlier dual standards for males and females has been interpreted as vice vs virtue. The overall impression given is that the sexual "freedom" acquired by women has been catastrophic.

Other booklets continue to reinforce the invisibility of women. "In farming, man modifies existing food chains . . . he removes weeds, he controls insects and fungi, he disturbs the ground and he sows seeds instead of leaving it to nature to do it for him". (E1). On farms today "in many cases the farmer and his wife do all, or almost all, of the work" (why not "the farm couple"?). In spite of this earlier statement, "the farmer is an independent operator in a way few others are today. He does not work for anyone else and his family's standard of living depends directly on the success of his work". (Do the contributions of wife, not to mention children, count for nothing?)

In industry-related readers (one is entitled *Men, Money and Management*) all important persons are male: works manager, research manager, production engineer, personnel manager, chief accountant and shop steward. This is not merely the use of the male pronoun to denote men and women, for the packing manager [illegible] department uncooperative: "Most are women who need to get home to cook their husbands' tea" (I15). Reference in another paper is made to "people who work with your father . . ." and to "people involved in production . . . your father, perhaps?"(H6).

In looking ahead to the future the question of whether we need fewer *men* and more money is raised. We read that "the American farmer has become so efficient that one man feeds 60 people". All those using data banks are male – the doctor, the driver in a traffic jam, and the HP rep dialling the shopkeeper's order. But in education we read that "the introduction to science, geography and history will be done at home under the supervision of a *kindly, retired lady* who has been assigned to a small group of children", and "The main purpose of coming to school will be to interact with larger groups of children and to do things impossible at home, *such as playing cricket*". Moreover, "The whole concept of 'going to work' could change. While it is unlikely that the majority of people *would be happy working at home* . . .". (L5)

Papers which largely escape criticism are those which focus on things rather than people, such as mineral resources, crop production and energy. But among others there are notable exceptions to the general use of the male pronoun, where authors take care to use plurals or other constructions which avoid commitment to gender pronouns, eg Dr Jean Bainbridge (B4) and C. J. Bell (14).

Most of the readers, however, represent the most subtle form of sexual discrimination. It is clear that the persons writing the different papers are genuinly not guilty of being deliberately sexist and could correctly claim they had only used the commonly accepted linguistic conventions of the day and yet the sex role stereotypes are strongly transmitted. There are no images of women other than mother, housewife, nurse or occasionally unskilled worker or anaesthetist for girl readers.

The man is promoted as "action man". He does research; he manages; he develops programmes; runs companies; steers courses through crises and setbacks; he convinces, fights, cajoles, persuades, inspires; he markets, produces, excites; he governs huge resources of men and equipment; he leads and organizes; he employs; he runs large businesses; he is also the small and medium employer; he is concerned for his health, his enjoyment and his surroundings to enhance the quality of his life on his planet.

While the presentation is not malicious, it displays a massively insensitive and arrogant male interpretation of "science in society". There is much in the course that is stimulating and exciting so that it is doubly sad that the ASE, which supports its own Girls and Physics/Science subcommittee, did not detect and correct the bias the booklets so strongly convey.

The Fawcett Society, Education subcommittee, Anne Walton, Betty Scharf, Diana St John, Judith Parris, Gwen Owen, Diane Montgomery, Winifred Lyon, Ann Loudon, Andrey Jones, Enid Hutchinson, Jan Harding, Ruth Fawcett.

extra

Practical work is not enough

"What about the heads?" asks Clive Sutton

There is a very strong tradition in British science teaching that practical work is vital.

". . . For it seems that knowledge got by the head alone is often fleeting; whereas when the head and hand learn together, the power of keeping is strengthened."
F. Guthrie,
Practical Physics, 1885

"I do, and I understand" was certainly not just a slogan of the Nuffield era. However, *doing* does not always lead to understanding, and a particular professional problem at the moment concerns the quality of thinking that accompanies practical work. All that ticker tape, all those worksheets for misnamed "experiments" in which the procedure was thought out entirely by someone else; do they result in reflection on what one really knows and understands? We may be expert at keeping the hands busy, but what about the heads?

In theory, they should be just as busy – in the preliminary discussion of what to do, and why, and later in working over what happened. But the management of discussion is a difficult art, especially in large classes. Writing is another potential stimulus to thought, but pupils don't automatically use it to reformulate what they know, and too often they, and we, are forced back to the dictated "conclusion" or to a regime in which too little is demanded of them in the form of thoughtful writing. And what about reading? Surely before and after your experiments, reading provides an excellent opportunity to relate what you know at first hand with larger theoretical matters? Yet there are schools in which reading plays a very small part indeed in science.

It is not the practical work itself that is the problem now, but the other components of science lessons. How do you get pupils to read for understanding, and to write well? How do you manage discussion so that they all take a share in predicting, interpreting, and clarifying the meaning of what they experience? More emphasis on these matters has long been advocated by those concerned with language across the curriculum, or language-for-learning, but just how to do something about it in particular departments has remained rather vague. The illustrations on this page are taken from *Communicating in the classroom*, a handbook for secondary school teachers which is intended to remove some of the vagueness. Starting from examples of successful and unsuccessful work from the classroom, it has sections on setting and marking written work, on reading, on small and large group talk, and on listening skills.

The team that prepared the material did so originally for initial training courses, and in each chapter there are therefore specific suggestions for what to do in (for example) setting a discussion task, and warnings of pitfalls to avoid. During the trial of these ideas, there has been a lot of interest from experienced teachers.

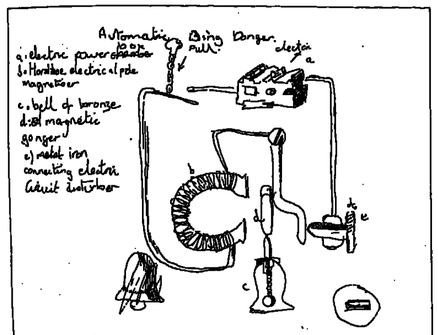
This volume is just one example of the sources of ideas now becoming available on how to help pupils to become more effective learners. The ASE Study Paper no. 16, *Language in Science*, is another, and so is *Language, Teaching and Learning in Science* by C. G. Carre[4]. The full report of the reading activities developed by the Schools Council Project is also available in mimeographed form[3]. In addition, many individual studies of active languge and its role in learning are being undertaken, such as that conducted in a Leicestershire school by John Horsfield[4].

This autumn county English advisers are inviting their science colleagues to take part in a joint conference on the role of pupils' language in their mastery of scientific ideas. Perhaps all the effort that was put into the development of pupils' practical work in the sixties will soon be matched by a comparably creative period in devising *other* activities for the classroom, which can make the practical part more meaningful. Will it be science teachers who demonstrate how to put into practice an effective language-for-learning policy?

[1] Published by Hodder and Stoughton, September 1981.
[2] Ward Lock Educational 1981.
[3] From Nottingham University School of Education.

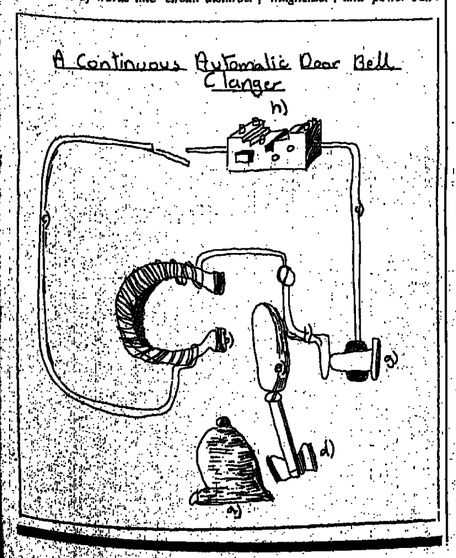
[4] *Pupil Controlled Groups* – a study of small group discussion in biology. Leicester University School of Education, Occasional Paper.

Clive Sutton is Senior Lecturer in Education and Chairman of the Science Education Group at the University of Leicester



We had many problems in making the automatic bell. One was getting a pure iron core so as not to let the iron block stick to it.
We had problems with how to get enough electrical power to power this door bell. So we used a lot of coil around the iron horseshoe core and a *powerful* electric supply circuit power box.
We had problems on how to work out how to get the iron block to release itself from the electric electrific pole magnetiser and then too reactract. We overcame this by using a springy piece of metal and a metal peg. When the iron block was attracted the metal springy piece was joined to it and moved with it. This spring metal piece was part of the circuit and when it moved it broke the circuit. and the electric pole magnetiser stopped the iron block was released. the spring metal bit touched the peg and reconnected up the circuit.

INVENTION REPORT. The pupils aged 13-14, had been studying the electric light bulb and the electric bell. In class they read some accounts from Victorian times about the invention of the light bulb. For homework they were asked to write about the electric bell as people might have written about it at the time of its invention. Note that in this boy's first draft (above) he has attached the bell to the vibrator. In his final version (below), he has made the hammer hit the bell. There are many indications of personalized knowledge in this script, eg in the use of words like 'circuit disturber', 'magnetiser', and 'power box'.



DISSECTION

This rat looks like it is made of marzipan
Soft and neatly packaged in its envelope;
I shake it free.
Fingering the damp, yellow fur, I know
That this first touch is for the worst.
There is a book about it that contains
Everything on a rat, with diagrams,
Meticulous, but free from blood
Or all the yellow juices
I will have to pour away.
Now peg it out:
My pins are twisted and the board is hard
But, using force and fracturing its legs
I manage though
And crucify my rat.
From the crutch to the throat the fur is
ripped
Not neatly, not as shown in the diagrams.
But raggedly,
My hacking has revealed the body wall
As a sack that is fat with innards to be torn
By the inquisitive eye
And the hand that strips aside.
Inside this taut, elastic sack is a surprise;
Not the chaos I had thought to find,
No oozing mash; instead of that
A firmly coiled discipline
Of overlapping liver, folded gut;
A neatness that is like a small machine—
And I wonder what it is that has left this rat
Why a month of probing could not make it go
again
What it is that has disappeared ...
The bell has gone, it is time to go for lunch.
I fold the rat, replace it in its bag
Wash from my hands the sweet
Smell of meat and formalin
And go and eat a meat pie afterwards.
So, for four weeks or so I am told
I shall continue to dissect this rat.
Like a child
Pulling apart a clock he cannot mend.

A poem by Colin, aged 17

extra

Integration at Knutsford

Peter Oliver and Mike Fox describe a school science programme

Most of the science taught at Knutsford is integrated or unified science. This article expalins why we have chosen to do this, what we do and outlines some constraints. What we do is in no way unique but is far removed from common practice. Since we made our plans, many reports[1] have recommended similar approaches. This gives us some satisfaction but our purpose here is to show that the various prescriptions can be taken successfully.

Our school had discussed at length the nature of the curriculum for pupils between 11 and 16. The debate was founded in part on Phenix's[2] analysis of knowledge and the outcome was that all pupils should meet most of the areas of knowledge of the analysis.

After the broad curriculum of years one to three, a common core remains in years four and five. The core includes: English, mathematics, a science, PE, art and design, and social education (concerned with personal development and relationships, careers and religious education). Most pupils study at least one humanities subject. Pupils choose a further four courses.

The debate in the science department concerned the nature of science education in years one to three and then four to five. The discussion was lengthy and the presentation of arguments less ordered than outlined here. However, our decisions do form the basis of our present courses and intentions.

We quickly agreed to a set of aims. We adopted those from Curriculum Paper No. 73[3]; pupils should acquire:

- Some knowledge of the empirical world around them,
- a little of the grammar and vocabulary of science,
- an ability to observe objectively,
- an ability to solve problem situations and think scientifically; and
- an awareness of the culture which is science.

We were able to agree that we should not define a body of knowledge that is science. Scientific knowledge is too large to attempt to cover it all and selection is necessary. Hirst has shown that science is characterised more by being a particular method of answering questions rather than a body of knowledge. This led us to adopt an experimental rather than a didactic approach to science teaching.

We also considered the nature of science and the traditional divisions. Most staff had little or no experience of the philosophical considerations. The traditional divisions of science – physics, chemistry, geology, biology, psychology and social sciences partly reflect the relative precision of measurements that can be made.

Some concepts and approaches are unique to a subject but many concepts are shared and methodology may also be common. The subject divisions are to an extent arbitrary but there are important distinctions – biology, for example, is concerned with living systems.

Within a subject, specialist knowledge of more than some fields is not usually possible. To the beginner the divisions have little value. At school level the subject divisions are more a reflection of content than approach. We had rejected the body of knowledge approach and could not find sufficient distinction in methodology between subjects and so decided that the separate subject approach was inapplicable.

At the time of these considerations we were considering the common secondary school pattern of teaching – unified science in years one to two (or three), and a separate subject or subjects in years three (or four) to five. All pupils would have met different levels of precision of measurement in years one to three and could then specialise in the subject or subjects they found most interesting. Could this pattern satisfy our aims?

We thought Aim 2 meant pupils should have some understanding of the grand generalizations and concepts of science such as Darwin's theory of evolution or the quantitative concepts of energy. Could these be taught before year four? In terms of Aim 4, could we teach the mathematical problem solving in physics or the statistical ideas in biology in years one to three? A selection of content should include some geology and why not psychology.

There seemed to be two approaches in years four and five.

i) Pupils should study for five or six science subjects.

In another world from committees, cut-backs and decisions. Teachers enjoy an in-service course at Reading University.

ii) Pupils should continue with a unified scheme.

The first was unreasonable in terms of a balanced curriculum – and hardly likely to be accepted by other departments! The second seemed to be the way forward. The main objection to this approach was that choice should be available to a pupil.

Much is made of choice at option time by some schools. However, the choice is often made without a true appreciation of subject in years four and five, avenues are often cut-off and specious reasons are used in decisions. Over-riding the choice viewpoint the majority of science staff felt we should not deny a pupil knowledge from the various areas of science. To meet no physics after the third year means the subject has hardly been introduced.

The next step in a theoretical situation would be to devise or select appropriate courses. However our discussions took place while pupils were moving up the school. We had previously adopted Science for the Seventies[5] for years one and two and this with modifications, satisfied our criteria. The option courses were originally intended to include separate sciences at O and CSE level together with SCISP at O and a science course based on Nuffield Secondary Science for a Mode 3 CSE.

In preparation for this, Band 1 pupils had worked from Patterns 1 in their third year; Band 2 had continued with science for the seventies.

The first comprehensive intake pupils considered capable of O level chose SCISP or biology. There were only two takers for physics and chemistry – so these subjects did not run. The choice before pupils was any two sciences, SCISP or one science. This was a head of department's committee ruling.

Events had preceded philosophy at this point. It was after our discussions that we decided our five year science education should be:

- Years one and two – Based in Science for the Seventies. (Now Scottish Integrated Science[6] is being introduced)
- Year three – Patterns 1 and 2 modified to be suitable for all abilities of pupil.
- Years four and five – O level SCISP – Double O level – CSE biology – a double certificate course of integrated science.

Each of our integrated courses is run by a co-ordinator and technician too are responsible for courses rather than subjects. The heads of departments are responsible for their subjects wherever they occur. We have found this organisational approach to be well. We are dependent on technicians and equipment in the same way as any practically based course. Present plans not to replace technicians and limited financial resources for repairs and equipment impede our work.

Pupils, parents, post 16 educationalists and employers have not been mentioned. They were not forgotten initially or now. After two years of successful examination results some questions are easier to answer. At parent's evenings and on other occasions queries were fewer than anticipated. Generally it was the acceptability of the SCISP double O to further education and employers and its suitability for A level that was raised. Nationally, acceptability is dealt with by the SCISP National Co-ordinator. We have had few problems of acceptability and no unsolved ones. Our pupils who have taken A level have done so in school. The A level teachers for each subject had not taught SCISP but found the pupils well prepared; we offer the Nuffield version of biology, chemistry and physics.

We believe we are offering an excellent O level science education to our boys and girls (almost in equal numbers). Certainly the proportion of girls is higher than anticipated for separate sciences. The subject is popular and enjoyable for pupils and staff. We plan to move completely to unified work for CSE level when there is published material.

References:

1. *Education in Schools* – a Consultative Document HMSO 1977 Curriculum 11-16 HMSO 1977. Aspects of Secondary Education HMSO 1979.
2. *Realms of Meaning; philosophy of the curriculum for general education.* Phenix P.M. McGraw-Hill 1964.
3. *Curriculum Pages* – No. 7 – Science for General Education; for the first two years and the early school leaver. Consultative Committee on the Curriculum. HMSO 1969.
4. *The Logic of Education.* Hirst, P. H. and Peters, R. S. RKP 1970.
5. *Science for the 70s.* Mee A. J. et al. Heinemann Educational Books 1972.
6. *Scottish Integrated Science.* Heinemann Educational Books.

Peter Oliver is head of Science at Knutsford High School. Mike Fox was Head of Physics. He is now Head of Science at Palgrave High School.

endpage

Victoria Neumark on 'Shape', a group of artists who work with the disabled and mentally handicapped

Photographs by Chris Schwartz

A creative movement workshop with mentally handicapped residents in a Middlesex hospital.

"Art can be a catalyst, it can make a difference in people's lives"

"In every area I've seen examples of the art form taking over – people enjoying themselves, feeling their own personal worth, releasing their memories." Peter Mitchelson, clown and drama therapist, talks about his work with children, with the mentally handicapped, old age pensioners, the physically handicapped, the deaf, and psycho-geriatric and psychiatric patients. "The value of art as healing is underestimated. It takes a lot of effort to work through people's situations, but it does happen. I've seen it happen."

Wishful thinking? Pie in the sky? Not at all. Visiting Mitch's workshop with mentally handicapped adults in North London I was very impressed with the rapport he had built up with the students in only a few sessions. A withdrawn young black man visibly came alive as a reggae record was put on. An autistic youth extended his arms in an attempt to join in, albeit briefly, with the gentle exercises of the warm-up.

Some sharply accurate mime was produced when everyone was asked to pick up the magic walking stick and turn it into something else. Most of all, the general feeling, particularly in the improvised story which concluded the session, was warm and friendly and students seemed visibly to be gaining confidence in their powers to express themselves through movement.

Peter Mitchelson works through an agency called Shape. Shape is a resource which ought to be seriously considered by any teacher in a remedial or special school. A non profit making organisation, it places creative artists of all kinds to work with people who are called "the disadvantaged". Shape artists are working in remand centres, psychiatric wards and prisons as well as special schools and adult education institutes, in some cases adding a new dimension to the lives of those with whom they work.

Of course, every agency is only as good as the artists on its books. Wolfgang Stange is very good indeed, an "exceptional young man" as one hospital reported. For the last five years, ever since Shape began in 1976, he has worked with mentally handicapped students alone and with their teachers, as well as with psychiatric patients, developing his Dance Dynamics which "enables people to move progressively from the simplest forms of human activity to more complicated movements without stress, strain or discomfort."

Exhilaration is the keynote to Wolfgang Stange's approach, and a joyful self-confidence is evident in all his pupils. They trust him completely, they try their hardest without reservations, and even the most withdrawn and mute of the mentally handicapped student joins in, hugs and rocks and grins in the circle of smiles.

"Wolf, yeah, ha's very good" agrees one of the teachers in this mixed class at the City Literary Institute in London. This class which participated wonderfully in the Gala Performance at the Young Vic in June (reviewed *TES*, July 17), the first public performance by mentally handicapped people in this country. Truly, the "development of the capacity to experience something more in life than the limitation of my student's handicap" is no wishful thinking on Mr Stange's part.

Dance with the deaf, puppet-making with children in hospitals, drama with delicate children: these are some of the workshops which Shape artists have been running for a long time now. On a budget of £65,000, 86 new weekly workshops were started last year and 120 performances put on for interested groups. These might range from a performance of Russian cossacks to old age pensioners in Brent to the touring of "East West", a play about disability with a physically handicapped cast. Shape has branches and affiliated organisations in the North West, North, East Midlands, Lincolnshire and Humberside, Oxfordshire, West Midlands and Scotland.

It all began when Gina Levete, a dancer who ran workshops for thalidomide-deformed children during the sixties, decided to pool forces with a painter, a photographer, and a musician, and start a programme of workshops for the disabled. With financial assistance from the Leverhulme Foundaton, a survey of such creative activities in hospitals was undertaken. It found that remarkably little was going on. (In some parts of the country, this might still be the case today.) It was obvious that there was a need for a clearing house between institutions which would like to begin such activities, but didn't know where to find the artists, and artists who would like to work with disabled people, but didn't know how to get the bookings.

There are now 400 artists on the books, which are by no means closed. Shape's scope has expanded to include Intermediate Treatment and truancy groups, as well as workshops for the young unemployed – all kinds of the "disadvantaged" and the dismissed by society. In 1980 Gina Levete left Shape to set up Interlink, an international information exchange for artists and institutions.

Does this success story have any failures? I asked Seona Reid, Shape's new director who is ex-press officer of the Ballet Rambert. "Of course, there are some negative reactions, but at least they are generally honest. When the Rambert played in a borstal the reception was about half and half, but even that seemed to be beneficial. Even those who didn't like it were asking, 'What did it mean?' Art can be a catalyst, it can make a difference in people's lives. In Holloway Prison some women were standing on chairs and stamping but others were telling them to shut up, that they wanted to watch. I think that's worthwhile."

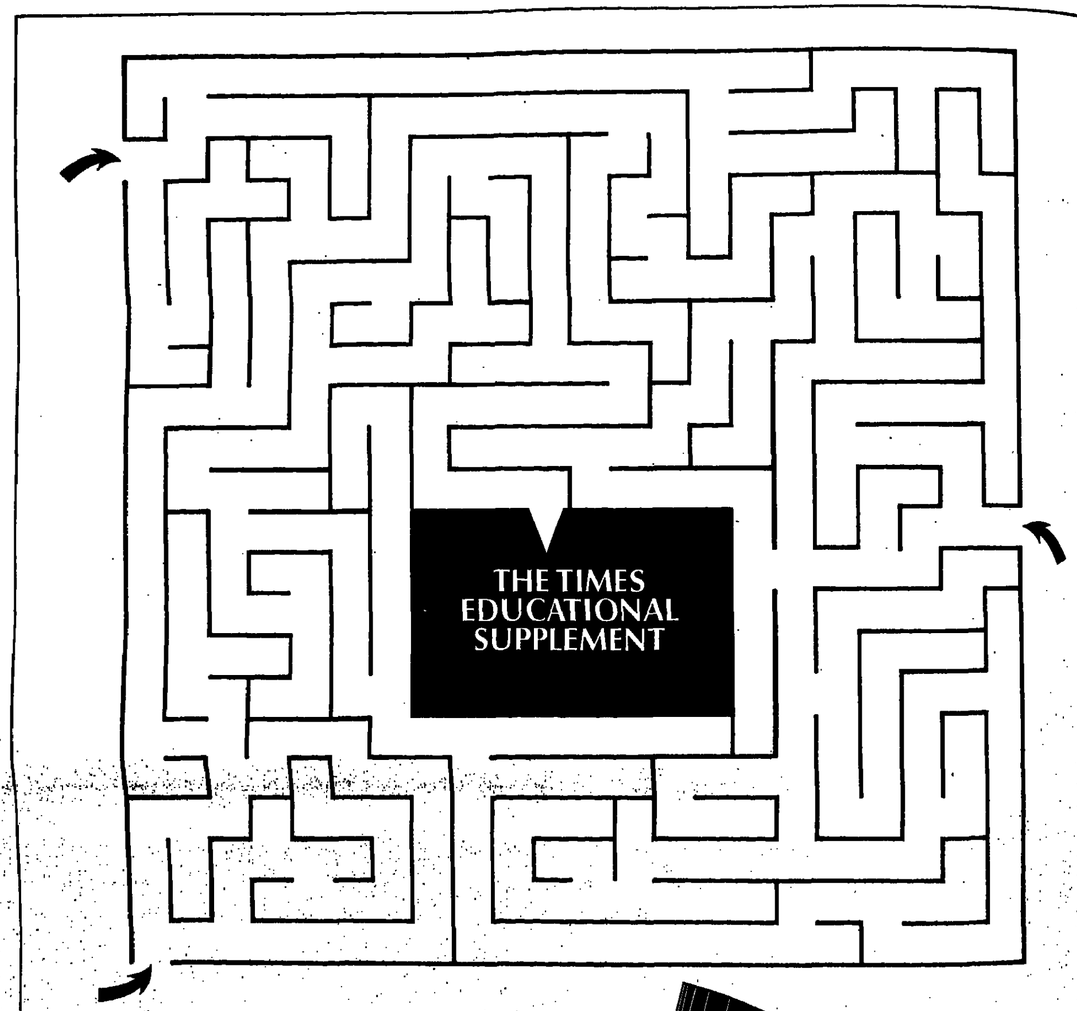
The success stories are many the people in psychiatric day hospital speaking in a music session who had never spoken before; the letters sent to a creative writer whose workshop in a Borstal was interrupted by an accident – everyone wrote, which was the astonishing thing; the young actor who spent three months in a North London drama workshop for the unemployed, applied to three drama schools and was accepted by them all. Yet, as Peter Michelson says, the real work is not flashy, it is better than that. It is slow, gradual, and sometimes no one is in the mood and sometimes the planning goes wrong and sometimes the artist is just wrong for that particular group.

There are always more artists, however. If you would like to try one out at your particular school or institution, contact Shape at 9 Fitzroy Square, London W1 (telephone: 01-388 9744/9622) and one of their administrators will arrange a visit to discuss requirements. They will then put an artist in touch and will fund the workshop for a probationary three months. As currently 87 per cent of workshops continue past the three months, the Shape selection and audition policy is obviously in tune with what institutions want. The rate of pay is at standard i.e.a. rates. For performances, Shape negotiates fees, books and pays the artists.

Another much appreciated activity is the ticket subsidy scheme. Blocks of cheap tickets are available for West End shows. Among othes, groups of mentally handicapped children have seen *Pal Joey* and *Oliver*, young homeless have gone to *Pal Joey* and epileptic children to *Educating Rita* and groups of the elderly to the Royal Ballet and the D'Oyly Carte Opera. "We all enjoyed it so much, especially because we are not able to get out as much as we would like" wrote one disabled and housebound pensioner, speaking perhaps for all the groups of institutionalized and disabled.

Shape, also runs special projects: an "Arts Alive" team with funding from the Manpower Service Commission which investigates and develops creative activities in long stay institutions; research projects in hospitals; a garden for disabled and elderly hospital patients; sessions with the unemployed, and, with Hackney Task Force, Shape is helping set up Age on Stage, a movement theatre for old people in sheltered housing.

As Seona Reid says, "We plug the gaps". Or as Wolfgang Stange says: "I have no feeling of pity for the people with whom I work. My teaching is about creativity."



Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education

Headships

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
CARTREE WAY NURSERY SCHOOL
Cartree Way, Stevenage.
HEADTEACHER (Group 3) required for January, 1982, for this well established nursery school pleasantly situated in the south of the town.
Application forms and further details available from Divisional Education Officer, The Grange, Stevenage Street, Stevenage. (Ref. 3686).
Closing date 25th September, 1981. (3686) 110010

Deputy Headships Second Masters/Mistresses

BEDFORDSHIRE
NORTHERN AREA
ARLESEY NURSERY SCHOOL
Hitchin Street, Arlesey, Beds
Headteacher: Mrs Kenneth Hutchin (3016)
Required for January 1982, a Deputy for this 60 place, Group 3 Nursery School. This post requires a qualified teacher with a good knowledge of nursery school work, with and a willingness to assist with all aspects of school life.
Application forms and further details from Headmistress, S.A.E. please. (3717) 110010

Other Appointments

BIRMINGHAM
SCALE 2 TEACHER - DAY NURSERIES
The Education and Social Services Committees of the Birmingham City Council co-operate with regard to provision for children under five years of age. This co-operation takes several forms throughout the City, but in particular it can be seen in the promotion of joint projects, partly financed from Inner City Partnership Programme funds at some six Day Nurseries which provide day care and education from 7.30 a.m. until 6 p.m. throughout the school term and in the school holidays. Leadership is shared between the Officer in charge of the nursery and the Headteacher of a nearby primary school, to whom the teachers look for professional advice and support.
Applications are now invited from suitably qualified teachers for secondment to Grantham Road, Kingston Road and Soho Road Day Nurseries from 1st January, 1982. Application forms and further details can be obtained from the Chief Education Officer, Staffing Branch, Room B18, Education Department, Birmingham B3 3DU to whom completed application forms should be returned within two weeks of the appearance of this advertisement.
There is a scheme for assistance with removal expenses. (25363)

HARINGEY
BOROUGH OF HARINGEY
STROUD GREEN INFANT SCHOOL
Woodstock Road, N.4. 2DG
Required for January 1982
Nursery teacher required for this double-unit Nursery. Burnham Salary Scale.
London Allowance £750 payable. Removal expenses - 100% allowed in approved cases.
Application forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, 48 Station Road, Wood Green, London N.22 4TY to whom the forms should be returned by 2nd October 1981. (27619) 110036

HARINGEY
BOROUGH OF HARINGEY
RHODES AVENUE J.M. & I. SCHOOL
Rhodes Avenue, N.22. 4UT
Required for January 1982, an experienced Nursery teacher is required from January 1982 for this purpose-built Nursery Unit.
Commentary
This Nursery is detached from the main school and includes (as an integral part) a Nursery group from the Blanche Nevile School for Deaf and Partially Hearing children. The appointed teacher will be expected to work very closely with the Nursery teacher from the Blanche Nevile School. Scale 2 post available for suitable applicants.
London Allowance £750 payable. Removal expenses - 100% allowed in approved cases.
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, 48 Station Road, Wood Green, London N.22 4TY to whom the forms should be returned by 2nd October, 1981. (27620) 110034

Primary School Education

Headships

BERKSHIRE
EAST ILSLEY COUNTY PRIMARY SCHOOL
East Ilsley, Newbury RG16 0LP
Group 3
Required January/April 1982 HEAD TEACHER (Group 3)
Application form and further details from the Director of Education (EM/JH/HT), Shire Hall, Shinfield Park, Reading, RG2 9XE, (s.a.e.).
Closing date October 5, 1981. (27647) 110010

BROMLEY
LONDON BOROUGH OF BROMLEY
CHISLEHURST ROAD JUNIOR SCHOOL
Chislehurst Road, Orpington, Kent BR6 0DF

HEAD TEACHER: GROUP 6
Applications are invited from suitably qualified and experienced teachers for the above post, tenable from January, 1982.
Application forms and further details available from the Director of Education, Sunnycroft, Yeomans Lane, Chislehurst, Kent BR7 5LE (s.a.e. please) to whom completed forms should be returned by 5th October, 1981. (27656) 110010

GLOUCESTERSHIRE
Head Teachers required for the following Primary Schools from 1st January 1982:
BENHALL INFANTS
Robert Burns Avenue, Benhall Cheltenham
124 on roll.
Group 4 (readvertisement - previous applicants considered)
KINGS STANLEY INFANTS
The Stanley, Stonehouse
61 on roll. Group 2.
ROBINSWOOD INFANTS
Gloucester
305 on roll. Group 4
Application forms and further particulars from The Chief Education Officer, Shire Hall, Gloucester, GL1 2TP. Enclose S.A.E. (27797) 110010

HAMPSHIRE
GRATELEY COUNTY PRIMARY SCHOOL
Grateley, Nr. Andover, Hants.

Required 1st January, 1982. Group 2 - Headteacher.
S.A.E. for application form/further details from The Area Education Officer, Sun Alliance House, 31 Weir Street, Basingstoke, RG21 1LU. Closing date for receipt of completed applications 30th September, 1981. (30199) 110010

HAMPSHIRE
SPRINGHILL R.C. FIRST & MIDDLE SCHOOL (AIDED)
Milton Road, Southampton SO1 2HW
Due to the retirement of the present Head, applications are invited to the Headship of this Group 7 Primary School (ages 3 - 13) from January 1982.
Applicants should be practising Roman Catholics.
Application form and further details from Area Education Officer, (SW1), Avenue Towers, North Portland Terrace, Southampton SO9 4XE.
Closing date for applications - 28th September. (30034) 110010

HAMPSHIRE
BRANSGORE C.E. CONT. PRIMARY SCHOOL
Ringwood Road, Bransgore, Nr. Christchurch, Dorset
HEADTEACHER (Group 3 School)
Required April 1982. Salary scale currently (10236 - £13365)
Full details and application form from Area Education Officer, Station Street, Lymington. (Tel. Lymington 7161)
Closing date 2nd October 1981. (23431) 110010

HUMBERSIDE
HEAD
REQUIRED FOR JANUARY 1982
for
BEVERLEY ALBERGATE INFANTS SCHOOL
Group 3 N.O.R. 100 Age Range 5 - 7
Application forms and further particulars are obtainable from the Director of Education (HC) Schools, County Hall, Beverley, North Humberside, HU17 9BA. (tel. (0482) 867131, Ext. 416) to whom completed forms should be returned not later than Friday, 2nd October, 1981. (30077) 110010

HERTFORDSHIRE
COUNTY COUNCIL
ST ALBANS DIVISION
BOWMANSGREEN JMI SCHOOL
Applications invited from suitably qualified and experienced teachers for the Headship of this Op-e school situated London Colney (approx miles St. Albans, vacant April 1982.
Forms and details from Divisional Education Officer, County Council Offices, Civic Centre, St. Albans (s.a.e.). (30433) 110010

HUMBERSIDE
HEAD
REQUIRED FOR JANUARY 1982
RE-ADVERTISEMENT
for
GUNNESS AND BURSBINGHAM C.E. PRIMARY SCHOOL
Gunness, Scunthorpe, South Humberside.
Group 3, N.O.R. 103. Age Range 5 - 11.
Application forms and further particulars are obtainable from the Director of Education (HC) Schools, County Hall, Beverley, North Humberside HU17 9BA (Tel. (0482) 867131, Ext. 416) to whom completed forms should be returned not later than Friday, 2nd October, 1981. (30319) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following Headship appointment:
BOOTHFERRY GROVE COUNTY PRIMARY SCHOOL
York, (Group 3).
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned not later than twenty days after the appearance of this advertisement. (30332) 110010

ilea Inner London Education Authority

Nursery Teachers in Day Nurseries
Burnham Scale 2 Posts

To develop links between Borough Day Nurseries and the Authority it is proposed to appoint experienced nursery teachers, preferably with some day care experience, to a number of posts being established from the Autumn half term at the earliest or January 1982.

While attached to the staff of a local primary or nursery school and under the general direction of the Headteacher, the teacher will be responsible for developing her own role within the day nursery in close consultation with the nursery inspectorate and the officer in charge.

Some flexibility in hours will be required to enable the teacher to have the opportunity to meet parents and establish contact with the day care staff. Such flexibility would be within the normal day nursery hours of 8 a.m. to 6 p.m. but the total hours worked would not exceed those normally worked in school. Normal school holidays would apply.

Posts are likely to be established initially in the following Boroughs: Kensington & Chelsea, Hammersmith & Fulham, Camden, Islington, Tower Hamlets, Lewisham and Lambeth.

Application forms and further details are obtainable from The Education Officer, T31, Room 76, County Hall, SE1 7PB or you may telephone 01-633 6280. The closing date of completed application forms is two weeks from date of publication. TES10/00/28

County of Cleveland

HEAD TEACHER (GROUP 7)
Acklam Whin Primary School

Carlbury Avenue, Middlesbrough, Cleveland, TS5 8SQ.
Required for January, 1982, for this well established primary school built in 1969, to serve an area of private housing in the southern part of the town.
CLOSING DATE 5th OCTOBER, 1981.

HEADTEACHER (GROUP 4)
Egglescliffe C.E. (Controlled) Primary School

Egglescliffe, Egglescliffe, Stockton, Cleveland, TS16 9BT.
Required for January, 1982, for this well established primary school serving a suburban village area on the outskirts of Stockton.
CLOSING DATE 28th SEPTEMBER, 1981.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN. TES11/00/10

Cheshire

OVERPOOL COUNTY JUNIOR SCHOOL
Rivacre Brow, Overpool, Ellesmere Port, South Wirral
Tel: 051-355 2548

GROUP 4 + 12 PLACE ESN UNIT
NO. ON ROLL 184

HEADTEACHER

This post has become vacant upon the previous post holder taking up an appointment outside the Authority.

An imaginative teacher is required with a strong belief in children learning through direct experience and an ability to create a visually and intellectually challenging environment.

Application forms and further details from the District Education Officer, 85 Wellington Road, Ellesmere Port, South Wirral, Cheshire, to whom they should be returned by 9th October, 1981. TES11/00/10

PRIMARY HEADSHIPS

continued

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT

HEAD

ENDSLEIGH RC (VOLUNTARY AIDED) PRIMARY SCHOOL
Inglemire Lane, Beverley High Road, Hull, North Humberside.

(Re-advertisement)
Group 3; NOR 116; Age Range 5 - 9

The Governors would welcome application forms from practising Catholics.

Application forms and further particulars are obtainable from the Director of Education (HQ Schools), County Hall, Beverley, North Humberside, HU17 9BA (telephone (0482) 867131, extension 416) and should be returned to the Chairman of Governors, C/O Endsleigh RC Primary School, Inglemire Lane, Beverley High Road, Hull, North Humberside, HU6 7TE, not later than Friday 2nd October, 1981. (28055) 110010

LANCASHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Primary School

COPPULL ST. JOHN'S C.E. (AIDED)
Coppull, Chorley.
(Roll 95)

1st January 1982
GROUP 2 - HEADSHIP

For application form and addresses to whom completed forms should be sent, send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ. Closing date: 28th September, 1981. (27942) 110010

LEICESTERSHIRE

SWANNINGTON C.E. (CONTROLLED) PRIMARY SCHOOL

HEADSHIP - GROUP 2

HEAD required January. Approximately 37 on roll. Details on request (S.A.E.).

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 28th September. (27591) 110010

ROCHDALE

METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT

PRIMARY SCHOOL HEADSHIP

ALICE INGHAM R.C. (AIDED) PRIMARY SCHOOL
Millgate, Halifax Road, Rochdale.
Tel: Rochdale 341560
Group 3

Required for January 1982. Applications are invited from suitably qualified and experienced teachers for the Headship of the above school which currently has 130 pupils on roll between the ages of 4 and 10 years.

Application forms and further particulars are available from the Chief Education Officer, P.O. Box 70, Municipal Offices, Smith Street, Rochdale on receipt of a stamped addressed envelope to whom they should be returned by the 5th October 1981. (28067) 110010

WEST GLAMORGAN

COUNTY COUNCIL
Please see displayed advertisement on page........ (27649) 110010

PRIMARY
DEPUTY
HEADSHIPS

East Sussex
County Council

COTTESMORE ST. MARYS RC PRIMARY SCHOOL
The Upper Drive,
Hove, Sussex BN3 6NB
Headmaster: M. J. Taylor.

Deputy Head Teacher (Group 6)

Required for January 1982.
Applications are invited from suitable qualified, experienced and enthusiastic teachers. The successful candidate will be a practicing Catholic required to take special responsibility for the infant department and willing to take an active role in the development of the whole school.
Application form and further details can be obtained from the Headmaster. Closing date September 30th, 1981.

TES11/00/10

NORFOLK
HEADS

Required for:

NORTH WOOTON COUNTY PRIMARY SCHOOL
Nr. King's Lynn (Group 6; 5-11 age range)
LODDON MIDDLE SCHOOL (Group 4; 8-12 age range).
MAGDALEN GATES FIRST SCHOOL, Norwich
(Group 4; 5-8 age range).
WALPOLE CROSS KEYS COUNTY PRIMARY SCHOOL
Nr. King's Lynn (Group 2; 5-11 age range).
INGOLDISTHORPE VOLUNTARY-AIDED FIRST SCHOOL
Nr. King's Lynn (Group 2; 5-11 age range).
SCULTHORPE VOLUNTARY-AIDED PRIMARY SCHOOL
Nr. Fakenham (Group 1; 5-11 age range).
BUNWELL COUNTY PRIMARY SCHOOL, Nr. Norwich
(Group 2; 5-11 age range).
ROCKLANDS COUNTY PRIMARY SCHOOL,
Nr. Attleborough (Group 2; 5-11 age range).
SHELTON COUNTY PRIMARY SCHOOL,
Nr. Long Stratton (Group 1; 5-11 age range).

(Applicants for Voluntary-Aided Schools should preferably be communicant members of the Church of England.)

Application forms and further details from the County Education Officer, County Hall, Norwich NR1 2DL on receipt of a stamped addressed foolscap envelope.

DEPUTY HEADS

Required for

MILL VIEW COUNTY MIDDLE SCHOOL, Norwich
(Group 5; 8-12 age range)
Application forms and further details from the Area Education Officer, 28 St. Giles Street, Norwich NR2 1TQ on receipt of a stamped addressed foolscap envelope.
ALDBOROUGH COUNTY PRIMARY SCHOOL, Nr. Cromer
(Group 3; 5-11 age range).
BRISTON VOLUNTARY CONTROLLED PRIMARY SCHOOL, Nr. Melton Constable (Group 3; 5-11 age range).
MUNDESLEY COUNTY JUNIOR SCHOOL (Group 3; 8-11 age range).
Application forms and further details from the Area Education Officer, 7 Park Lane, North Walsham, Norfolk NR28 0BQ on receipt of a stamped addressed foolscap envelope.

Closing date for all applications — 2nd October, 1981.

TES11/00/10

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
APPOINTMENT OF HEADTEACHERS
Gillingham Division

PARKWOOD COUNTY PRIMARY SCHOOL
(Infant Department)
Deanwood Drive, Rainham, Gillingham, ME8 9LP

Group 5 (likely to become Group 4 in April 1982) Roll 193

Applications are invited for the appointment of Head Teacher to take effect from January 1982. The school is housed in modern buildings surrounded by spacious playing fields and is situated in a new residential area.

Application form and further details available from The Divisional Educational Officer, Municipal Buildings, Gillingham, Kent, ME7 5LA, to whom they should be returned by 28th September.

Dover Division

RIVER COUNTY PRIMARY SCHOOL
Common Lane, River, Dover, CT17 0PP
Group 6 Roll 348

Applications are invited for the post of Head Teacher to take up duties as from 1st January 1982 following the resignation of the present Head Teacher who is retiring.

Application form and further details (SAE please) are obtainable from the Divisional Educational Officer, Cambridge Terrace, Dover, CT16 1JU, to whom they should be returned by 2nd October 1981.

Dover Division

PRESTON-NEXT-WINGHAM COUNTY PRIMARY SCHOOL
Preston, Canterbury, CT3 1MB.
Group 2 Roll 68

Applications are invited for the post of Head Teacher to take up duties as from 1st January 1982 following the retirement of the present Head Teacher.

Application form and further details (SAE please) are obtainable from The Divisional Educational Officer, Cambridge Terrace, Dover, CT16 1JU, to

whom they should be returned by 2nd October, 1981.

RE ADVERTISEMENT

RIPPLE COUNTY PRIMARY SCHOOL
Ripple Seal CT14 8JA
Group 1 Roll 37.

Applications are invited for the post of Headteacher to take up duties as soon as possible following the resignation of the present Headteacher who is retiring.

Application forms and further details (S.A.E. please) are obtainable from he Divisional Education Officer, Cambridge Terrace, Dover CT16 1SU to whom they should be returned by 2nd October 1981. (27904) 110010

OXFORDSHIRE

COUNTY COUNCIL

WROXTON C.E. (V.C.) PRIMARY SCHOOL
Banbury, Oxon.

Required for January 1982, a Headteacher for this Group 1 village Primary School of approximately 30 on roll, situated 3 miles from Banbury.

Application forms and further particulars obtainable from the Chief Education Officer, Macclesfield House, New Road, Oxford, OX1 1NA, to whom they should be returned within 2 weeks of the appearance of this advertisement. S.A.E. please. (29855) 110010

WARWICKSHIRE

NORTHLANDS FIRST SCHOOL
Pinder's Lane, Rugby, CV21 2SS

APPOINTMENT OF HEAD

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 4 school (141 on roll) with effect from January 1982, if possible.

Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 2nd October 1981. (30415) 110010

Deputy Headships Second Masters/Mistresses

BARNET

LONDON BOROUGH OF BARNET
GARDEN SUBURB J.M. SCHOOL
Childs Way, Golders Green, NW11 6XU
Roll 318
REQUIRED FOR JANUARY, 1982:- DEPUTY HEAD TEACHER, Group 6
Applications are invited from suitably qualified and experienced candidates.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL by 2nd October, 1981. (27830) 110012

BARNET

LONDON BOROUGH OF BARNET
ST. PAUL'S C.E. J.M.I. SCHOOL
The Ridgeway, Mill Hill, NW7 1QU
Roll 203
Required for January 1982 - DEPUTY HEAD TEACHER, Group 4. Practising Christian preferred. (Re-advertisement - previous applicants will be reconsidered).
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms, sae, obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, to be returned to the Head Teacher by 2nd October. (28098) 110012

DEVON

Please see displayed advertisement on page 53. (27644) 110012

BERKSHIRE

WOODEN HILL COUNTY PRIMARY SCHOOL
Staplehurst, Bracknell RG12 4DD
N.O.R. 300
Required for January 1982, DEPUTY HEADTEACHER (Group 5) for this open plan school. The successful candidate would work in a 3rd and 4th Year Junior Team. Experience in co-operative teaching is essential and an interest in AVA or Music would be helpful. Candidates interested in this post please contact the Headteacher to arrange a visit to the school and obtain further information. Tel. No. Bracknell 21117. Closing date 3rd October 1981. Previous applicants will be considered. (30385) 110012

BERKSHIRE

LODDON JUNIOR SCHOOL
Hillside Road, Earley, Reading RG6 2LP
N.O.R. 246
Required January 1982. DEPUTY HEAD TEACHER (Group 5).
Application form and further details from the Head Teacher (s.a.e.) Closing date 25th September 1981. (30308) 110012

BRENT

LONDON BOROUGH OF BRENT
KILBURN PARK JUNIOR MIXED SCHOOL
Peel Road, NW6 5RG
(Roll 157, Social Priority School)
Required from January. DEPUTY HEAD (Group 4). Vacancy due to retirement.
Application forms (SAE) from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable to the Head of the School by 2 October.
London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. (28111) 110012

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
CEDARS COUNTY MIDDLE SCHOOL
Bury Street, Newport Pagnell, MK16 0DP
Group 6
Required for January 1982 an enthusiastic, well qualified and experienced teacher for the post of Deputy Head at this well established Group 6 middle school (8 to 12 years). An interest and ability in Music would be an advantage but not essential.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application form and further details available from the Education Officer, Milton Keynes Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a stamped addressed foolscap envelope. (25375) 110012

BUCKINGHAMSHIRE

WYCOMBE DIVISION
BOOKER HILL COUNTY COMBINED SCHOOL.
Field Road, Booker Hill, High Wycombe
Head: Mrs. P.B. Maddock
Required for January, 1982, Deputy Head Teacher for this Group 6 Combined School.
This is a re-advertisement and previous applicants will be reconsidered.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £750) and incidental expenses of £125 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Application forms and further particulars from Education Officer, Thame House, 8 Castle Street, High Wycombe, Bucks, on receipt of stamped addressed envelope, to be returned by 5th October, 1981. (27871) 110012

BUCKINGHAMSHIRE

COUNTY COUNCIL

TURNFURLONG COUNTY FIRST SCHOOL
Turnfurlong Lane, Aylesbury

Applications are invited for the DEPUTY HEADSHIP of this school vacant from January 1982. An experienced and enterprising teacher with an interest in Mathematics and Science.

Group 4. Present roll 147 pupils aged 5 - 8.

Assistance with removal expenses is given in approved cases.

There is a re-advertisement and previous applicants need not re-apply.

Application form and further particulars (S.A.E.) from Education Officer, Exchange Street, Aylesbury HP20 1UR: CLOSING DATE 2 OCTOBER. (25371) 110012

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN DIVISION
BUTLERS COURT COMBINED SCHOOL
Wattleton Road, Beaconsfield, Buckinghamshire.
(Group 5).
Head: B.J. Vincent, B.Sc. No. on Roll: 385.
Applications are invited from well qualified and experienced teachers for the post of Deputy Headteacher in this newly created combined school. Applicants should be prepared to take a teaching role and offer a subject specialism. The post is available from January 1981.
Please apply to the Education Office, 26 London Road, West Amersham, for further details and application form (sae please). (27878) 110012

BUCKINGHAMSHIRE

COUNTY COUNCIL
ICKFORD COUNTY COMBINED SCHOOL
Near Aylesbury.
Applications are invited for the DEPUTY HEADSHIP of this school for pupils aged 5 to 11+. Vacant from January 1982. Roll April 1981 - 118. Group 2, with possibility of Group 3 under review due April 1982.
Assistance with removal expenses is given in approved cases.
Application form and further particulars (S.A.E.) from Education Officer, Exchange Street, Aylesbury HP20 1UR: Closing date 2 October. (27977) 110012

CAMBRIDGESHIRE

HUNTINGDON AREA
BARNABUS OLEY C.E. (C) SCHOOL
Gt. Gransden, Sandy, Beds.
Applications are invited for the Deputy Headship of this Group 2 Primary School. Previous applicants will be considered and need not reapply.
Application forms and further details from the Senior Area Education Officer, Gazeley House, Princes Street, Huntingdon, CAMBS. Closing date 30 September. (27980) 110012

DORSET

HAMWORTHY FIRST SCHOOL
Blandford Road, Hamworthy, Poole.
(5 - 8 range, 300 on roll)
Required January 1982 DEPUTY HEAD TEACHER (GROUP 6)
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth on receipt of s.a.e. (25229) 110012

ENFIELD

LONDON BOROUGH OF ENFIELD
BRETTENHAM INFANTS SCHOOL
Brettenham Road, London, N.18 2ET
Group 4, Roll 130, plus Nursery Class
Required January 1982, DEPUTY HEADTEACHER. The school is in a remodelled building with a wide range of modern facilities and a purpose built nursery unit has recently been opened.
London Allowance, £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance. Application forms and further details (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ to be returned by 2nd October 1981. (27825) 110012

ESSEX

FRINTON-HAMFORD C.P. SCHOOL
Elm Tree Avenue, Walton on Naze
Tel: Frinton 3415
(Roll 320)
DEPUTY HEAD Group 5
Required January 1982. Closing date 30th September 1981.
WEST MERSEA C.P. SCHOOL
Barfield Road, West Mersea
Tel: West Mersea 2736
(Roll 440)
DEPUTY HEAD Group 6
January 1982. Experienced Teacher as Deputy Head of this well established school.
For the above two posts, application forms and further details from Area Education Officer, Park Road, Colchester (foolscap s.a.e. please).
GREENSTED COUNTY INFANTS SCHOOL
Kirby Road, Basildon
Tel: Basildon 553359
(Roll 144)
DEPUTY HEAD Group 4, + fringe allowance £213.
Experienced and enthusiastic Infant Teacher committed to an individualistic approach to children's learning and an ability to lead a team. Closing date 2nd October 1981.
Send s.a.e. for application form to Area Education Office, The Bryn, Church Road, Basildon.
SACRED HEART J.M. & I.R.C. SCHOOL
Windermere Road, Southend-on-Sea
Tel: Southend 0702 68052
(Roll 168)
DEPUTY HEAD Group 4
Experienced Catholic Teacher with initiative and drive and expertise in at least one area of curriculum. Required January 1982 for this Group 4 School.
Application forms and further details from Southend Area Education Office, Civic Centre, Victoria Avenue, Southend-on-Sea.
GLEBE COUNTY JUNIOR SCHOOL
Creswick Avenue, Rayleigh
Tel: Rayleigh 743253
(Roll 294)
DEPUTY HEAD TEACHER Group 5
Excellent Class Teacher able to co-ordinate and lead Upper School and make a contribution to curriculum development.
Form and details from Headteacher (S.A.E. please). Closing date: 2nd October. (28002) 110012

HAMPSHIRE

SOUTH WONSTON COUNTY PRIMARY SCHOOL
Downs Road, South Wonston, near Winchester, SO21 3EH.
Deputy Headteacher required 1st January 1982 for this Group 5 School.
Further details and application forms available from the Headteacher upon receipt of a foolscap stamped addressed envelope.
Closing date for completed application forms, 25th September, 1981.
Previous applicants who wish to be considered should re-apply. (30202) 110012

Bradford is set in the heart of West Yorkshire, next door to the Bronte Country and within easy reach of the beautiful Yorkshire Dales.

HEADSHIPS

PRINCEVILLE FIRST SCHOOL
Group 6 Age Range 5-9 Years + Nursery
Willowfield Street, Bradford 7
Required for January 1982, a suitably qualified and experienced teacher for the Headship of this First School which has approximately 400 children on roll, including 80 who attend the Nursery Unit on a part-time basis.
This post offers a challenge to those seeking — stimulating job in a multi-cultural setting.
Ref ET47381/TES.

FEVERSHAM FIRST SCHOOL
Group 4 Age Range 5-9 years + Nursery
Feversham Street, Bradford 3.
In January 1982 the present Feversham First School is to combine with the adjacent Feversham Nursery School to form a single school for approximately 276 children of whom 80 will be of pre-school age.
A suitably qualified and experienced teacher is required for the Headship of the combined school.
The successful candidate will be expected to have both an interest in and experience of Nursery education and to be conversant with the problems of an inter-city first school in which a high proportion of children come from ethnic minority backgrounds.
Ref ET47481/TES.

COOPER LANE FIRST SCHOOL
Group 4 Age Range 5-9 years
Cooper Lane, Buttershaw, Bradford
Required for January 1982, a suitably qualified and experienced teacher for the Headship of this first school with approximately 190 children on roll.
Ref ET47581/TES.

Application forms and further details may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP where completed forms should be returned by 2 October 1981.

TES11/00/10

City of Bradford Metropolitan Council

HERTFORDSHIRE

SPRINGMEAD J.M.I. SCHOOL
Hillyfields, Welwyn Garden City
Applications are invited from suitably qualified and experienced teachers for the DEPUTY HEADSHIP from January 1982.
Further details and application form from Divisional Education Officer, 9 Guessens Road, Welwyn Garden City. (SAE please). (27618) 110012

HERTFORDSHIRE

COUNTY COUNCIL
ST. ALBANS DIVISION
ST. BERNADETTE'S HIGH SCHOOL
Walsingham Way, London Colney, St. Albans.
GROUP 4.
Suitably qualified and experienced practising Catholic teachers are invited to apply for post of Deputy Head (Group 4) vacant January 1982. Candidate will also be expected to be responsible for Games and Athletics.
Applications by letter to Headmistress, naming two referees, by 25 September. (enclose s.a.e.) (27884) 110012

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
FORRES JMI SCHOOL
Stanstead Road, Hoddesdon.
DEPUTY HEAD TEACHER (Group 5) required in January 1982 for this modern school in pleasant surroundings.
Candidates should be lively and enthusiastic with suitable qualifications and experience. A keen interest and ability in drama, movement, music, art/craft and/or P.E. is desirable. An ability to lead through personal example will be expected.
London fringe allowance is payable. Application forms and further details from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford, Herts. (30494) 110012

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division

GLENCOE C.P. JUNIOR SCHOOL
Glencoe Road, Chatham, Kent.

Required from January 1982 a DEPUTY HEAD at this group 7 social priority school, as a result of the present post holder obtaining a Headship.

Please send S.A.E. for an application form to the Headmaster at the School.

GILLINGHAM DIVISION

ST. THOMAS'S R.C. SCHOOL
GROUP 5

Deputy Headteacher required to take up duty January, 1982. Applicants must be practising Catholics.

Application forms and further details available from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent (s.a.e. please) to whom they should be returned by 2nd October, 1981.

TEMPLE EWELL C.E. PRIMARY SCHOOL
(Controlled).
Temple Ewell, Dover
(Group 3)

DEPUTY HEADTEACHER - Required for January 1982. A suitably qualified teacher for this post at this Group 3 Junior and Infants School. An interest in extra curricular activities and experience in curriculum planning would be an advantage.

Application forms and further details obtainable from the Headteacher at the school with the names and addresses of two referees. (S.A.E. Please) Closing date 2nd October 1981.

ASHFORD DIVISION
SMEETH COUNTY PRIMARY SCHOOL
Smeeth, Ashford, Kent.
(Roll 102)

Deputy Head Group 3. Required January 1982. Music an advantage.

Application forms and further details (enclose sae) available from the Divisional Education Officer, Education Office, Elwick Road, Ashford, Kent, to whom completed applications should be returned by 5th October, 1981. (27905) 110012

PRIMARY DEPUTY HEADSHIPS

continued

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
ST AUGUSTINE'S RC JMI SCHOOL
Esdaile Lane, Hoddesdon.
Group 4 School.
DEPUTY HEAD TEACHER REQUIRED from January 1982. Applications are invited from suitably experienced and enthusiastic Catholic teachers with a keen interest in curriculum development.
London fringe payable. Priority allowance.
Application forms and further details from The Divisional Education Officer, Scott House, Hagsdell Road, Hertford. (30425) 110012

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
Applications are invited for the following Deputy Headships for January, 1982.
SWINEMOOR COUNTY JUNIOR SCHOOL
Burden Road, Beverley, HU17 9LP
Group 6
A well experienced and enthusiastic teacher who is able to make a major contribution in the field of curriculum development. The successful candidate will play a significant role within the school.
THORNGUMBALD COUNTY JUNIOR SCHOOL
Grange Road, Thorngumbald, Hull, HU12 9PR
GROUP 6
A well qualified and experienced teacher of juniors as deputy head in this open-plan team teaching situation.
ELLOUGHTON COUNTY PRIMARY SCHOOL
Stockbridge Road, Elloughton, Brough, HU15 1HN
GROUP 4
An experienced primary teacher willing to take responsibility for Music and some Language Development as well as the direct charge of the department (i.e. Infant or Junior) in which they are situated.
BURLINGTON COUNTY INFANT SCHOOL
Marton Road, Bridlington, YO16 5AQ
GROUP 4
A suitably qualified and enthusiastic teacher as deputy head. The successful candidate will have a major role within the school, and contribute significantly in the field of curriculum development.
WILBERFOSS C.E. SCHOOL
Wilberfoss, York, YO4 5NA
GROUP 3
An enthusiastic and experienced primary teacher. Also to make a contribution to curriculum development and have an interest in English.
EASINGTON C.E. SCHOOL
Easington, Hull, HU12 0TG
GROUP 3
An experienced primary teacher as deputy head. The successful candidate will have responsibility for infants and girls' welfare throughout the school.
Application forms and other details are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by 28th September, 1981. (28052) 110012

KIRKLEES

METROPOLITAN COUNCIL
KIRKHEATON COUNTY FIRST SCHOOL
New Road, Kirkheaton, Huddersfield HD5 0HR
(REF.450)
Applications are invited from suitably experienced teachers for the DEPUTY HEADSHIPS of this Group 4 school (to become Group 5 following reorganisation in September 1983) which caters for the age range 5 to 10 years. The appointment will date from January 1982.
Further particulars and application forms (s.a.f.s. please) from the Director of Educational Services (Ref. S), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of the appearance of this notice. (27925) 110012

LEICESTERSHIRE

LOUGHBOROUGH BOOTH WOOD COUNTY PRIMARY SCHOOL
Old Ashby Road, Loughborough, LE11 0PG

HEAD - Mrs D.O. Evenden

DEPUTY HEAD - Group 4

DEPUTY HEAD required January. Approximately 200 on roll. Details from the Head (SAE).

Apply (no forms) with full particulars and the names and addresses of two referees to the Head by 30th September. (27392) 110012

NORFOLK

GREENACRE INFANT SCHOOL
Great Yarmouth.
(Group 3; 5 - 7 age range). This will become a Group 4 First School, 5 - 8 age range, in September 1981.
Re-advertisement.
This re-advertisement is caused by the withdrawal through illness of the appointed candidate, and previous applicants should re-apply.
Application forms and details from Area Education Officer, 22 [illegible] Road, Gt. Yarmouth, NR30 [illegible].
Closing date 2nd October 1981. (28121) 110012

OXFORDSHIRE

COUNTY COUNCIL

EAST HANNEY C.E. (C) PRIMARY SCHOOL
East Hanney, Wantage, Oxon.

Required from January, 1982, an experienced Teacher for the Deputy Headship of this Group 1 Primary School. The person appointed will work within the existing staff team.

Further particulars from the Headteacher. Telephone: West Hanney 232. (30407) 110012

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

ST. MARY MAGDALEN'S R.C. JMI SCHOOL
Worple Street, Mortlake, SW14 8HE

Required for January 1982 a practising Roman Catholic for the deputy headship of this Group 4 primary school. Applicants should be prepared to participate in curriculum development throughout the school and should mention in their letters of application particular areas of curricular interest.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, [illegible], returnable by [illegible]. (28030) 110012

SALFORD

CITY OF SALFORD
ST. JAMES' R.C. INFANTS SCHOOL
Seedley Road, Salford M6 5JR

DEPUTY HEAD TEACHER - GROUP 4 + S.P.A.

Please send s.a.e. for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT.

Completed application forms should be returned to Reverend G. Tancred, The Presbytery, Pendleton Way, Salford M6 5JJ, within 14 days of the appearance of this advertisement. (27660) 110012

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

ST. JOHN BOSCO RC PRIMARY SCHOOL
West Bromwich

Required for January 1982: DEPUTY HEAD TEACHER - Group 4.

Practising Roman Catholic sought. Junior and infant experience desirable. Application forms available from and returnable to Chairman of Governors, c/o St. John Bosco R.C. Primary School, Monmouth Drive, West Bromwich, West Midlands. Closing date 30th September 1981.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (25538) 110012

SUFFOLK

ST PANCRAS R C AIDED PRIMARY SCHOOL
Stratford Rd, Ipswich
Required January 1982, practising Roman Catholic Teacher for the Deputy Headship of this 5 to 11 Group 3 Primary School.
Forms and further details available from the Head at the school to whom completed applications should be returned by 2nd October 1981. (s.a.e please).
whom completed applications should be returned by 2nd October 1981 (s.a.e. please).
WOODHALL COUNTY PRIMARY SCHOOL
Woodhall Lane, Sudbury
(Group 3)
Age Range 5 - 9
No. on Roll 180
Experienced teacher required for the post of DEPUTY HEAD, from January 1982, for curriculum development in Mathematics, Science, with interest in Sports and Boys' Games.
Applications to the Head, from whom further details may be obtained. (Foolscap envelope, please). (28024) 110012

WILTSHIRE

CHIPPENHAM IVY LANE JUNIOR AND INFANTS SCHOOL
Ivy Lane, Chippenham, Wilts. SN15 1HE

Group 6, N.O.R. 418

Deputy Head required from 1st January 1982.

Application form and further details (SAE please) from and returnable to the Headmaster by 2nd October 1981. (28035) 110012

WILTSHIRE

CORSHAM REGIS C.P.
Kings Avenue, Corsham SN13 0EG, Wilts
N.O.R. 300. Group 6
Deputy Head required form 1st January 1982.
Application form and further details (SAE please) from and returnable to the Headmaster by 2nd October 1981. (27767) 110012

Heads of Department

HAMPSHIRE

HOLY FAMILY R.C. FIRST AND MIDDLE SCHOOL
Mansel Road West, Southampton, SO1 9LP.
Required for January Scale 3: Head of Department for upper first school with curriculum responsibility for R.E. and Music.
S.A.E. to Head for further details by 25th September. (27863) 110018

Scale 2 Posts and above

BARNET

LONDON BOROUGH OF BARNET
SUMMERSIDE J.M.I. SCHOOL
Crossway, Finchley, N12 0QU
Roll 268
REQUIRED FOR JANUARY, 1982:-
Experienced Infant Teacher to organise reading and library. Scale 2
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 2nd October, 1981. (27829) 110020

BARNET

LONDON BOROUGH OF BARNET
UNDERHILL J.M. SCHOOL
Mays Lane, Barnet EN5 2LZ
Roll 350
REQUIRED FOR JANUARY, 1982:- Experienced Junior Teacher for Music with some remedial. Scale 2 for suitable applicant.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application form (s.a.e) obtainable from The Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 2nd October, 1981. (27833) 110020

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
NEW BRADWELL COUNTY COMBINED SCHOOL
Bounty Street, New Bradwell, Milton Keynes MK13 0BQ
Required from January 1982 an experienced teacher for middle school aged children with an interest in Needlework, Cookery and General Science. Scale 2.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application form and further details available from the Headteacher, Mr. B. M Siddons on receipt of a stamped addressed foolscap envelope. (25374) 110020

BUCKINGHAMSHIRE

COUNTY COUNCIL
COPPERFIELD COUNTY MIDDLE
Chapter, Coffee Hall, Milton Keynes, MK6 5EA. Bucks
Head Teacher: Mr. R.A.G. Morgan
Roll: 262
MUSIC - SCALE 2
Required January 1982 experienced teacher with responsibility for Music, including choir and orchestra, throughout this 8 - 12 middle school.
LANGUAGE DEVELOPMENT - SCALE 2
Required January 1982 experienced class teacher with responsibility for language development throughout this 8 - 12 middle school.
SPRINGFIELD COUNTY COMBINED
Springfield Boulevard, Springfield, Milton Keynes, MK6 4HW
Head Teacher: M.J. Collier, M.Ed.
Roll: 460
LANGUAGE DEVELOPMENT - SCALE 2
Required January 1982 experienced teacher for 11 - 12 year olds in a co-operative situation, with special responsibility for language across the curriculum in the middle years. Closing date: Wednesday, 7th October.
For all the above posts:
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application by letter with curriculum vitae, two references and S.A.E to the Head Teacher. (25367) 110020

CAMBRIDGESHIRE

NORTHERN AREA
FOURFIELDS COUNTY PRIMARY SCHOOL
Queen Street, Yaxley, Peterborough.
Tel: Peterborough 241608
Head Teacher: Mrs. C. Stevenson.
GROUP 4 ROLL 200.
Required for January 1982:-
Enthusiastic, experienced infant teacher (Scale 2) for this semi-open plan primary school. Applicants should state curricular and/or other strengths.
Possibility of assistance with housing in appropriate cases.
Further details and application forms available from the Head Teacher at the above address (S.A.E. 1st class). Closing date for receipt of applications, 28th September 1981. (27885) 110020

DORSET

CROMWELL ROAD COUNTY INFANT SCHOOL
Weymouth (Roll 110)
TEACHER (Scale 2) required from January 1982 for family grouped class. Candidates should be able to offer one of Creative Music, Language Development, Science or Drama. Graduate preferred.
Application form, returnable by 28th September, and further details from the Headmistress (foolscap sae). (27637) 110020

EAST SUSSEX

COUNTY COUNCIL
ROTHERFIELD COUNTY PRIMARY SCHOOL
North Street, Rotherfield, Crowborough TN6 3PA
Group 3
Required for January 1982. Experienced Teacher of infants/lower juniors, who will be appointed on Scale 2 to take responsibility for Music throughout the school.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from the County Education Officer, Education Department, County Hall, St. Anne's Crescent, Lewes BN7 1SG, to be returned to the Headmaster by 2nd October 1981. (27845) 110020

EAST SUSSEX

COUNTY COUNCIL
Required from January 1982.
Relocation grants available in approved cases
PEACEHAVEN COUNTY INFANTS SCHOOL
Edith Avenue, Peacehaven, Newhaven, BN9 8JB
(Roll 234)
Experienced Infant Teacher (Scale 2) willing to take a leading role in Reading/Language Development across the curriculum. An interest in Drama would be an advantage.
ST. PANCRAS R.C. (AIDED) PRIMARY SCHOOL
De Montford Road, Lewes, BN7 1SR
(Roll 117)
Experienced Teacher for Top Juniors. Scale 2 post of responsibility for Boys' Games and Pastoral Care, Science and/or French.
Application forms (s.a.e. please) from the County Education Officer, Education Department, County Hall, St. Anne's Crescent, Lewes BN7 1SG, and returnable to the Head of the School concerned by 2nd October 1981. (28014) 110020

ENFIELD

LONDON BOROUGH OF ENFIELD
DE BOHUN JUNIOR SCHOOL
Green Road, London N14 4AD
Group 5, Roll 208
Required January 1982, Scale 2 teacher to be responsible for Music throughout the school.
ST EDMUNDS R.C., J.M.I. SCHOOL
Hertford Road, London N9 7EN
Roll 290
Required January 1982, teacher for mixed class of second/third year junior children, with responsibility for girls games. Ability to take music, particularly recorder, an advantage. Scale 2 post for suitable applicant.
London Allowance, £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (foolscap SAE) obtainable from the Director of Education, P.O.Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ, to be returned to the Headteacher at the school by 2nd October 1981. (27838) 110020

ESSEX

OUR LADY IMMACULATE R.C. (Voluntary Aided) SCHOOL
New London Road, Chelmsford, CM2 0AR
Tel: (0245) 353755
ASSISTANT TEACHER Scale 2
Required January 1982, experienced and enthusiastic Teacher for middle juniors, with responsibility for Music. Interest in boys' welfare. Roman Catholic.
Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (28008) 110020

HARINGEY

BOROUGH OF HARINGEY
ST. MARY'S R.C. INFANT SCHOOL
Hermitage road, N.15
Required for January 1982.
Applications are invited from infant teachers who are practising Roman Catholics. Scale 2 post available for suitable applicant.
Application forms (s.a.e.) from the Chief Education Officer, 48 - 62 Station Road, Wood Green, London, N.22 4TY, to be returned to the Headteacher at the school by 2nd October 1981.
London Allowance £759 payable. Removal expenses - 100% allowed in approved cases. (27831) 110020

GUERNSEY

STATES OF GUERNSEY
EDUCATION COUNCIL
ST. ANNE'S SCHOOL
Alderney C.I. (All-Age) Group 5
Applications are invited for the post of teacher in charge of the Junior Department. Scale II. January or Easter 1982.
Duties include the day-to-day administration of the Junior Department (3 classes), ordering of stock, co-ordination of curriculum, Boys' Games, promotions class to class, internal discipline, together with teaching the 11+ class and any other duties which the Head Teacher may direct.
This post offers valuable experience for a teacher who is contemplating a deputy headship in a junior school.
Married teachers' fares and removal expenses will be paid.
Application forms may be obtained on receipt of a self-addressed UNstamped foolscap envelope from the Director of Education, P.O. Box 32, Guernsey C.I., to whom they should be returned by Wednesday, 7th October. (25200) 110020

HARINGEY

BOROUGH OF HARINGEY
DEVONSHIRE HILL JM & I SCHOOL
Weir Hall Road, London, N.17 8LB
Required for JANUARY 1982.
Teacher required initially for a middle infant class. A Scale 2 post is available for a teacher interested in the link between language and learning and willing to undertake responsibility for organising language.
London Allowance £759 payable. Removal expenses - 100% allowed in approved cases.
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, 48 - 62 Station Road, Wood Green, London N.22 4TY to whom the forms should be returned by 2nd October, 1981. (30404) 110020

HERTFORDSHIRE

COUNTY COUNCIL
DACORUM DIVISION
CIVIC CENTRE
Hemel Hempstead.
PRIMARY MUSIC PERIPATETIC TEACHER (Scale 2) - required for January 1982.
A qualified, experienced and enthusiastic class music Teacher is sought to work in the Division's primary schools.
Further details are obtainable from the Divisional Education Officer, Civic Centre, Hemel Hempstead, to whom completed applications should be returned by 2nd October 1981. S.a.e. please. (27867) 110020

HERTFORDSHIRE

HERTFORDSHIRE COUNTY COUNCIL
EASTBURY FARM JMI SCHOOL
Bishops Avenue, Northwood, (Nr. Rickmansworth).
Required January. Experienced teacher for Head of the Lower Junior Department, together with responsibility for the development of Music and practical involvement with school based INSET activities. Scale 3 + London fringe allowance £213.
Application forms and detailed notes from the Headmaster s.a.e. (foolscap). Closing date 2nd October. (30428) 110020

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
Gillingham Division

ST. MARY'S R.C. JUNIOR SCHOOL

Experienced teacher required for January, 1982. Scale 2 post to teach Lower Juniors of mixed ability. Practising Catholic preferred, state special interests.

Application forms available on receipt of s.a.e. from The Divisional Education Officer, Municipal Buildings, Gillingham, Kent to whom they should be returned by 30th September, 1981.

Swale Division

DUNKIRK C.P. SCHOOL
Dunkirk, Faversham.

Required for January 1982, experienced teacher to take responsibility for boys' games for juniors. Scale 2 post.

Application forms available from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, Kent, to be returned to the Headteacher at the school of 30th September 1981, S.A.E. please. (27921) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
ROSETTA JUNIOR SCHOOL
Sophia Road, Custom House, London, E.16
Head Teacher: D.C. Stritton
Number on roll: 322
TEACHER TO BE RESPONSIBLE FOR SCIENCE - Scale 2
Required January 1982.
The successful applicant will have responsibility for developing a science programme throughout the school.
Applicants with an interest in an integrated approach to teaching preferred. Visits by arrangement with the Head Teacher are welcomed. Telephone no. 476 2006.
London Allowance: £759 plus Social Priority Allowance.
Application forms available from the Director of Education, to whom completed forms should be returned by 22nd September 1981.
Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH. (30391) 110020

NORTH YORKSHIRE

COUNTY COUNCIL
CLIFTON WITHOUT JUNIOR SCHOOL
York.
Required for January 1982, an experienced teacher to be Head of the Support Unit at this school (Scale 2). This is a special post having responsibility for Travellers' Children.
Applications forms and further particulars available from the Area Education Officer, Dept. A, 60 Piccadilly, York YO1 1PW (s.a.e. please) to whom they should be returned within 14 days of this advertisement. (28048) 110020

OXFORDSHIRE

COUNTY COUNCIL

RUSH COMMON C.P. SCHOOL
Hendred Way, Abingdon, Oxon.

Required for January 1982 an experienced teacher as Team Leader (Scale 3) of an Upper Junior Teaching Team in this semi-open plan school. Ability in Art, Craft, Needlework or Drama would be an advantage.

Apply by letter with full curriculum vitae and two referees. (25941) 110020

SUFFOLK

HANDFORD HALL PRIMARY SCHOOL
Gatacre Rd, Ipswich
(5 - 11, roll 220)
Required January 1982. Scale 2 teacher with responsibility for literacy throughout the school.
RUSHMERE HALL JUNIOR SCHOOL
Lanark Rd, Ipswich
(7 - 11, roll 250)
Required January 1982. Scale 2 Teacher for Mathematics and Science.
Forms and further details available from Headteacher at school concerned (s.a.e. please) to whom they should be returned. (28025) 110020

WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
The Borough is within easy reach of Central London and is bordered by Epping Forest.
MISSION GROVE INFANTS SCHOOL
Buxton Road, London, E17 7DD.
Head Teacher: Mrs. P.T. Goff.
REQUIRED FOR JANUARY 1982.
An enthusiastic and experienced teacher is required for a 40 place purpose-built Nursery Unit.
Nursery training and experience is essential.
BURNHAM SCALE 2 plus Social Priority Allowance and Outer London Allowance, available for suitable candidate.
Application forms (please enclose s.a.e.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.
Closing date 2nd October 1981. (27978) 110020

WEST SUSSEX

CONNAUGHT COUNTY JUNIOR SCHOOL
York Road, Littlehampton
Scale 2 Music required January 1982. Experienced, enthusiastic teacher for Junior class to be responsible for Music throughout the school. Ability to play piano essential.
Application forms from Headteacher on receipt of s.a.f.e. Closing date 2nd October, 1981. (30280) 110020

WILTSHIRE

WESTBURY C.E. JUNIOR SCHOOL
Oldfield Park, Westbury, Wiltshire, BA13 3LY
N.O.R. 375
Group 6
Scale 2 posts
TWO SCALE 2 TEACHERS required from 1st January, 1982. The first to be responsible for some teaching and organisation of Boys' Physical activities and the second to be responsible for library and display throughout the school.
Letters of application to the Headmaster, by 9th October 1981, from which further details can be obtained by enclosing S.A.E. (27944) 110020

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
ST JOSEPH'S R.C. PRIMARY SCHOOL
Gascoigne Road, Barking, Essex
(Roll 208)
Required for January 1982 -
a) Teacher for second year infant class. Applicants must be practising Roman Catholics and hold the necessary qualification for Religious Instruction in Catholic Schools. Appointment is for two terms.
b) A part-time teacher (12 ½ hours per week) mainly for group work with Infant/Junior children.
Application forms for the above posts available from the Chief Education Officer (s.a.e) Town Hall, Barking, Essex, returnable by 1st October 1981. (25311) 110022

BRENT

LONDON BOROUGH OF BRENT
BYRON COURT JUNIOR MIXED AND INFANTS SCHOOL
Spencer Road, Wembley HA0 3SF
(Roll 491).
Required from January - TEACHER (Scale 1) for a 2nd Year Junior Class in this Group 7 Primary School. It is hoped to appoint a candidate with an enthusiastic approach to thematic teaching.
ST. JOSEPH'S RC JUNIOR MIXED AND INFANTS SCHOOL
Park Parade, NW10 4JA.
Roll 712.
Social Priority School.
Required from November or January - INFANT TEACHER (Scale 1) with ability to teach Music and play the piano for Assemblies.
FOR THE ABOVE POSTS:-
London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing sae for reply. (28106) 110022

DEVON

Please see displayed advertisement on page 53. (27654) 110022

CAMBRIDGESHIRE

NORTHERN AREA
MIDDLETON COUNTY INFANTS SCHOOL
South Bretton, Peterborough.
Telephone: Peterborough 262696

Headteacher: Mrs. L.A.V. White
Group 4, Roll 204
Required for January 1982, a teacher (male/female) to join a strong team in this new open plan school (Scale 1). It is important that applicants have enthusiasm, sense of humour and personality.
Possibility of assistance with housing in appropriate cases.
Application forms and further details available from the Headteacher at the above address (s.a.e. first class) to whom they should be returned by 2nd October 1981. (27993) 110022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Maidstone Division

STAPLEHURST C.P. SCHOOL
Surrenden Road, Staplehurst, Kent.

Required January 1982. Person capable of teaching 3rd and 4th year juniors. Ability to teach Science would be an added recommendation. Scale 1. (27906) 110022

HERTFORDSHIRE

COUNTY COUNCIL
East Herts Division
ALL SAINTS C. of E. (VOL. AIDED)
J.M.I. SCHOOL
Parsonage Lane, Bishop's Stortford, Herts. CM23 5BE
Tel. No. Bishop's Stortford 51896
Applications are invited, preferably from experienced teachers, for the post of INFANT TEACHER (SCALE 1) to start either in November or January. A communicant member of the Church of England preferred.
Application forms and further details can be obtained, on receipt of S.A.E. from the school. (27995) 135622

LONDON

Required a.s.a.p. part time teacher for boys infant and junior classes in the Hackney area, afternoons only, some classes start at 4.30 p.m.
Write No. TES 4194 The Times WC1X 8EZ. (30391) 110022

WILTSHIRE

LETHBRIDGE INFANTS' SCHOOL
Lethbridge Rd, Swindon SN1 4BY
Headmistress: Mrs S.H. Owen, B.Sc.
Required January 1982. INFANT TEACHER. SCALE 1. Ability to offer MUSIC, an advantage.
Letter of application, including names and addresses of two referees, to the Headmistress. (27786) 110022

Remedial Posts

Scale 2 Posts and above

BRENT

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
Required from January:- REMEDIAL TUTORIAL TEACHING TEAM.
A number of Scale 2 posts will be available for teachers with suitable qualifications and primary experience to form a team of remedial teachers to be organised by the Director of Education and to work under the direction of the Advisors and Chief Educational Psychologist in primary schools. Each teacher may be working in a number of schools.
Candidates should apply by letter to the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, within 7 days giving age, present post, qualifications, experience and references, enclosing sae for reply. (28096) 111020

EALING

LONDON BOROUGH OF EALING
Education Service
PART TIME PERIPATETIC - REMEDIAL TEACHER
Required as soon as possible a teacher to work, in the first instance, in schools in the Northolt area, with children with learning problems. The teacher would be part of a team of peripatetic teachers attached to the Child Guidance Service.
Applicants should have some experience in teaching reading and preferably to have been on remedial teaching courses.
Scale 2 salary (pro rata) plus £759 London Allowance.
For further details contact Mrs Brandon, Senior Educational Psychologist, Telephone Number 01-997 8571.
Application forms obtainable from Chief Education Officer, London Borough of Ealing, Hadley House, 79 - 81 Uxbridge Road, Ealing W5 5SU. To be returned by 2 October 1981. (27771) 111020

HEADSHIP

From January 1982

KINGSBROOK MIDDLE SCHOOL,
OAK ROAD, BEDFORD.
GROUP 6

Re-advertisement

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 6 Middle School catering for children aged 9-13 years.
Estimated number on roll; January 1982; 346 children.
Application forms and further details available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford. Closing Date: 25 September 1981.

TES12/00/10

Bedfordshire
COUNTY COUNCIL

Middle School Education

Headships

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
VIKING MIDDLE SCHOOL
Radlett Way, Yeading Lane,
Northolt, Middlesex UB5 4HW.
Required for January 1982. HEAD-TEACHER, Group 5.
London weighting £759.
Assistance with relocation expenses may be available in appropriate cases.
Application forms (SA2) and further details from the Chief Education Officer, Hadley House, 18 - 41 Uxbridge Road, Ealing W7 to be returned within 14 days of the appearance of this advertisement. (30402) 126010

Deputy Headships

Second Masters/ Mistresses

EALING

LONDON BOROUGH
Education Service
TEMPLE MANOR MIDDLE SCHOOL
Islip Manor Road, Northolt,
Middlesex UB5 3SY
Deputy Headteacher required for January 1982.
Group 5 salary plus £759 London Allowance.
Assistance with relocation expenses may be available.
Application forms (SA2) and further details from Head to be *returned within 14 days of the* appearance of this advertisement. (30120) 126012

HAMPSHIRE

ST. SWITHUN'S R.C. MIDDLE SCHOOL
Tesvell Road, Southsea,
Portsmouth
Catholic Aided: 8 - 13 years.
Required January DEPUTY HEAD - GROUP 3 (Responsibility). Applicants should be practising Catholics.
Application form and further details available from the Headteacher.
Closing date 2nd October, 1981. (27744) 126012

ISLE OF WIGHT

COUNTY COUNCIL
WEST WIGHT MIDDLE SCHOOL
Queen Road, Freshwater, Isle of Wight PO40 9EL
Age range 9 - 13 years
422 on roll
Required for January 1982. DEPUTY HEADTEACHER at this Group 6 Middle School which is situated on the outskirts of Freshwater, which is an attractive village in a pleasant holiday area.
Application forms (BA2E please) from the County Education Officer, County Hall, Newport, to whom they should be returned by 9 October 1981. (27838). 126012

MERTON

LONDON BOROUGH OF MERTON
EDUCATION DEPARTMENT
GILLIGNOS MIDDLE SCHOOL
Abbotsbury Way, Morden SM4 4EQ
Headteacher: Mrs M.D. Stoneham B.A.
Tel: 01-542 6936
Age Range: 9 - 13 years
No. on Roll: 496
Required for January 1982 a suitably qualified and experienced teacher for the post of Deputy Headteacher in this developing 3 - 13 Middle School.
The post falls vacant due to the promotion to Headship of the previous Deputy.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: 2nd October, 1981. (27854) 126012

NORFOLK

Deputy Head required for HEMSBY V.C. MIDDLE SCHOOL. (Group 5: 8 - 13 age range).
Application forms and further details from AREA EDUCATION OFFICER, GLADSTONE HOUSE, 38 GILES STREET, NORWICH, NR3 1LG, on receipt of a stamped, addressed (foolscap) envelope.
Closing date for applications 2nd October 1981. (27609) 126012

Remedial Posts

Scale 2 Posts and above

ISLE OF WIGHT

COUNTY COUNCIL
NAYLAND CE MIDDLE SCHOOL
St Vincent's Road, Ryde, Isle of Wight PO33 3PJ
Age range 8 - 13 years
Scale 2 post (a)
Required for January 1982, an experienced remedial specialist (Scale 2) to be responsible for the special needs of pupils who encounter learning difficulties. The appointee will be responsible for the care of handicapped pupils.
Application forms (SAE please) from the headteacher at the school to be returned by 25th September, 1981. (27428) 121020

By Subject Classification

Home Economics

Scale 1 Posts

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION

HOO ST WERBURGH MIDDLE SCHOOL
Hoo St Werburgh, Rochester, Kent.

Temporary teacher required to teach HOME ECONOMICS from the second part of the Autumn Term 1981. Possibility of post being made permanent.

Letter of application giving curriculum vitae and names and addresses of 2 referees. Letters to the Headteacher. Please also state other subjects offered. (27810) 123032

Humanities

Scale 1 Posts

SUFFOLK

KINGSTON MIDDLE SCHOOL
Beach Way, Woodbridge IP12 4BW
(10 - 13 mixed, roll 477)
SCALE 1 Teacher of Humanities required 1st January 1982.
Newly qualified teachers welcome to apply.
Forms and further details available from Headteacher at school (SAE please) to whom they should be returned. (28022) 123232

Mathematics

Heads of Department

SUFFOLK

PARKWAY MIDDLE SCHOOL
Park Road, Haverhill
(Mixed comprehensive 9 - 13: 550 on roll)
Required for January 1982, MATHEMATICS CO-ORDINATOR (Scale 3)
The local housing authority is prepared to give sympathetic consideration to the provision of housing for teachers.
Forms and further details available from Headteacher at school (s.a.e. please) to whom they should be returned. (28021) 123416

Scale 2 Posts and above

WEST SUSSEX

HOLY CROSS R.C. MIDDLE SCHOOL
Shipley Road, Ifield, Crawley, Sussex.
MATHS CO-ORDINATOR, required throughout this 9 - 13 Middle School Scale 2 available for suitably experienced candidate.
Possibility of housing for married teacher.
Form from Education Officer, Goffs Park House, Horsham Road, Crawley, Sx. (27628) 123429

Scale 1 Posts

HERTFORDSHIRE

BEECHWOOD PARK SCHOOL
Markyate, Nr. St. Albans
(IAPS - 380 boys - day and boarding)
Needs in January 1982 a teacher of MATHS to boys aged 9 - 13 plus, preferably enthusiasm for games coaching, but the teaching is exclusively of Maths in small classes. Non-resident; or accommodation available for single person. Salary Burnham Scale 1 plus.
Please apply in writing to Headmaster with full CV and names and addresses and telephone numbers if possible of two referees. (30095) 123426

WEST SUSSEX

HOLY CROSS R.C. MIDDLE SCHOOL
Shipley Road, Ifield, Crawley, Sussex.
MATHS CO-ORDINATOR, required throughout this 9 - 13 Middle School Scale 2 available for suitably experienced candidate.
Possibility of housing for married teacher.
Form from Education Officer, Goffs Park House, Horsham Road, Crawley, Sx. (27628) 123428

Pastoral

Heads of Department

BERKSHIRE

JAMES ELLIMAN COUNTY MIDDLE SCHOOL
Elliman Avenue, Slough SL3 7BA
Roll: 380
Required January 1982, HEAD OF YEAR (Scale 3) for this purpose built 9 - 13 middle school.
Application forms and further details from Headmistress (s.a.e.). Closing date October 2nd, 1981. (27848) 124016

Scale 2 Posts and above

BUCKINGHAMSHIRE

Beaconsfield/Chiltern Division
ST. MARY & ALL SAINTS C OF E COMBINED SCHOOL (VA)
Maxwell Road, Beaconsfield
Head Mr. W.D. Varah BA MC
Roll: 230
Required for January 1982, Promotion in the Middle School with responsibility for staff development and training in addition to responsibilities for the care of the Middle School. The School is strongly linked with the Church.
Applications to the Headteacher enclosing full c.v. the names of 2 referees and s.a.e. please. (27812) 124030

Physical Education

Scale 2 Posts and above

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division

ALL HALLOWS C.E. MIDDLE SCHOOL
Avery Way, Allhallows,
Rochester, Kent.

Required from January 1982 an Advisor for P.E. and Games (Scale 2). Candidates should offer additional curriculum expertise or general teaching capacity.

Application form and details in S.A.E. from the Headmaster at the school. (27800) 124026

Science

Scale 2 Posts and above

HAMPSHIRE

SHOLING MIDDLE SCHOOL
Middle Road, Southampton, SO2 8PH.
Required for January Scale 3: Year Leader and Consultant in Science.
S.A.E. to Head for further details by 25th September. (27964) 124820

HAMPSHIRE

ALDERMOOR MIDDLE SCHOOL
LORDS HILL CENTRE EAST
Southampton SO1 6BR
Required for January Scale 3 - Consultant for Science/A.V.A. and year leader.
S.A.E. to Head for further details by 21st September. (27967) 124820

Other than by Subject Classification

Scale 2 Posts and above

DERBYSHIRE

COUNTY COUNCIL
THE HERBERT STRUTT MIDDLE SCHOOL
Derby Road, Belper, Derby DE5 1QU
A teacher for General Subjects with some Boys Games is required for January. Possible Scale 2 post.
Further details and application forms from the Headmaster SAE please. (27651) 123690

HAMPSHIRE

POULNER JUNIOR SCHOOL
Poulner Road, Ringwood
N.O.R. 340
Scale 3
Senior member of staff required to take charge of a phase of education initially in the lower school. State areas of expertise.
Required January 1982.
Application with curriculum vitae and s.a.e. to Headteacher. (30923) 123690

HAMPSHIRE

HOLLYBROOK MIDDLE SCHOOL
Bessemer Lane, Southampton, SO1 6RL
Required for January Scale 3 - Integrates studies and year leadership.
S.A.E. to Head for further details by 25th September. (27962) 123690

HARROW

EDUCATION COMMITTEE
PINNER WOOD MIDDLE SCHOOL
Lettmer Gardens, Pinner, Middx.
Tel. 01-866 3138
Applications are invited from suitably qualified teachers for the following posts:
Required in January 1982, experienced teacher to take a class of nine - year olds for all usual subjects including French, "En Avant".
Application forms from and to be returned to the Head of the School by 25th September 1981. (27812) 125620

HARROW

EDUCATION COMMITTEE
VAUGHAN MIDDLE SCHOOL
Vaughan Road, West Harrow, Middlesex
Tel: 01-427 7222
Required for January 1982, an enthusiastic class teacher for this 8 - 12 Middle School able to offer responsible expertise in boy's games and environmental studies. A general willingness to participate in extra-curricular activities would be welcome. The successful applicant will be responsible, initially, for a mixed ability third year class.
Application forms from and to be returned to the Headteacher by 25th September.
Please enclose stamped addressed envelope. (27873) 125620

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
ST BEDES R.C. MIDDLE SCHOOL
119 Bromham Road, Bedford MK40 2QR
Telephone: Bedford 53858
Headmistress: Miss J.M.A. Sullivan
Required for January 1982, a well-qualified and experienced committed Catholic Teacher to act as Cover-teacher for three 2nd Year (10+) Classes, and to teach General subjects to a 2nd Year class. The ability to teach French or boys games would be useful, but not essential. Scale 3 post available for suitable applicant.
Application forms and further details from the Headmistress S.A.E. please. Closing date: Friday 2nd October 1981. (27759) 123622

BUCKINGHAMSHIRE

COUNTY COUNCIL

PAGE HILL COUNTY MIDDLE
Foscott Way, Buckingham

Head Teacher: B. Law, B.A.
Roll: 250
SCALE 1

Required January 1982, CLASS TEACHER for 10 - 11 year olds, combined with individualised learning. Musical ability an advantage.

Assistance with removal expenses is given in approved cases.

Application forms available from the Head Teacher (SAE please). Closing date: 30th September, 1981. (28046) 125622

BUCKINGHAMSHIRE

COUNTY COUNCIL

PAGE HILL COUNTY MIDDLE
Foscott Way, Buckingham

Head Teacher: B. Law, B.A.
Roll: 250
SCALE 1

Required January 1982, CLASS TEACHER for 10 - 11 year olds, combined with individualised learning. Musical ability an advantage.

Assistance with removal expenses is given in approved cases.

Application forms available from the Head Teacher (SAE please). Closing date: 30th September, 1981. (28045) 125622

HERTFORDSHIRE

COUNTY COUNCIL
Dacorum Division
BRIDWATER SCHOOL
Billet Lane, Berkhamsted,
Required for January 1982, a Scale 1 Teacher for General Subjects in this 9 - 13 purpose built Middle School.
Further details and application form available from school. (S.A.E. please). (27993) 125622

NORFOLK

ST. THOMAS MORE RC VA MIDDLE SCHOOL
Jessop Road, Norwich NR2 3QB

Roll 305 (8 - 12 year)

Practising Roman Catholics are required for the following two posts for January 1982:-

1. MATHS/SCIENCE (Scale 1/2)

Enthusiastic classteacher required in the upper school with general responsibility for Maths and Science. Scale 2 available for suitably experienced applicant.

2. LANGUAGE DEVELOPMENT/LIBRARY (Scale 1/2)

Enthusiastic classteacher required in the upper school with general responsibility for language development and library/resources. Scale 2 available for suitably experienced applicant.

Application forms and further details may be obtained by sending a s.a.e. to Area Education Officer, 28 St. Giles Street, Norwich NR2 1TO. Completed forms should be returned to Rev. J. Smith, Chairman of Governors, Cathedral House, Upland Road, Norwich NR2 2PA by 2nd October 1981. (27603) 125623

WEST SUSSEX

HOLY CROSS R.C. MIDDLE SCHOOL
Shipley Road, Ifield, Crawley, Sussex.
Teacher of General Subjects with ability to teach FRENCH, required for January, 1982.
Form from Education Officer, Goffs Park House, Horsham Road, Crawley, Sx. (27627) 123622

Secondary Education

Headships

DUDLEY

METROPOLITAN BOROUGH OF DUDLEY

THE ELLOWES HALL SCHOOL

Applications invited for HEADSHIP of this school vacant January. This co-ed. Group 1 comp. school, located at Sticklay Lane Lower Gornal, Dudley, West Midlands. Equipped for 1150 pupils in 12 - 18 age group.

Application forms/details (Position 8A2) from Director of Education, 2 St. James's Road, Dudley, West Midlands. Closing by 30th September. (28338) 130010

Application form and details (SAE) from the Head at the School.
Closing date: 28th September, 1981.

The King Alfred School, Highbridge, Burnham-on-Sea
(11-18 mixed comprehensive, 1538)
(i) For January 1982, Teacher of ENGLISH, Scale 2. To be Deputy Head of English Department, as well as a full teaching commitment across the school.
(ii) For 2nd November 1981, Temporary Teacher of GENERAL SUBJECTS (Remedial). To teach across the school, Scale 1. Temporary appointment only, due to maternity leave.

Frome College, Frome
(13-18 mixed comprehensive, 1,500 and F.E. College, combined on separate sites)
For January 1982, assistant teacher of BOYS PHYSICAL EDUCATION, Scale 1. The college has exceptional facilities; there is a joint-use sports centre on the site. Ability to teach a wide range of activities advantageous.
Application form and details (SAE) from the Head at the School.
Closing date: 28th September, 1981.

Middle Schools

Selwood Middle, Frome
(9-13 mixed, 850)
For January 1982:-
(i) Form tutor in Year 2 Team, Scale 1. Enthusiastic teacher of General Subjects who cares for and can help remedial and less able pupils. Vacancy due to promotion.
(ii) Head of Year 2, Scale 3. Teacher with experience and flair to lead a teaching team of eight, with overall responsibility for the development of 210 children of 10+. Vacancy due to promotion.
Application forms and details (SAE) from the Head at the school.
Closing date: 2nd October, 1981.

Special Schools

Penrose School, Bridgwater
(ESN (S))
For January 1982, DEPUTY HEAD for this Group 4 (a) School. Specialist qualification although not essential, is desirable. Application forms and details (SAE) from the Head at the School.
Closing date: 28th September, 1981.

BARNET

LONDON BOROUGH OF BARNET
ST. MARY'S & ST. JOHN'S C.E. (A.M.) SCHOOL (AIDED)
Regents Park Road, N3 1DP
HEAD TEACHER, GROUP 5. For January 1982.

Application are invited from suitably qualified and experienced candidates for the headship of this thriving, popular school of 420 on roll. Good academic standard. Active Christian support, modest Church links.

In approved cases assistance may be given towards removal expenses and separation allowances.

Application forms and further details (SAE) available from the Director of Educational Services, 31 Bank Street, E14 7BG (quote ref. NS.3NF), by 5th October, 1981. (28099) 130004

BROMLEY

LONDON BOROUGH OF BROMLEY
KEMNAL MANOR SCHOOL
Sevenoaks Way, Sidcup, Kent DA14 5AA
HEAD TEACHER GROUP 11
ROLL 1118

Applications are invited for the above post vacant from 1st September, 1981, on the retirement of Head Teacher. An appointment will be made for 1st January, 1982, or as soon as possible thereafter.

Kemnal Manor School is a comprehensive school for boys and girls who admits six for gyms in recent years; forms entry of nine each year. Of the 1118 pupils on roll, 83 are in the sixth form.

Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable in teaching staff appointed to posts outside a radius of 20 miles from the School.

Application forms and further particulars may be obtained from the Director of Education, Bromley Lodge, Blackheath, Kent, SE7 8LE (s.a.e. please), to whom they should be returned by 2nd October 1981. (28097) 130004

ESSEX

DAVENANT FOUNDATION SCHOOL

(Voluntary Aided - Founded 1685)
The Governors wish to appoint from January or April 1982, a suitably qualified and experienced person as HEAD (Burnham Group 1) plus London Fringe Allowance of this five-form entry co-educational comprehensive School. This is now developing as a Christian Ecumenical School from the basis of a boys' Grammar School. (Years 7 - 6 inclusive).

The School has excellent facilities and benefits considerably from the Foundation's Trust Funds. It has a large catchment area. It has an attractively situated site in the Green Belt of Greater Essex will be given to candidates who are practising members of one of the major Christian denominations, and who are committed to Christian Ecumenical education.

Application forms and further details from G.V. Brooks, Clerk to the Governors, Davenant Foundation School, Chester Road, London, Essex IG10 3QE.
Closing Date: Friday 2nd October. (27846) 130010

NORFOLK

HEADS OF THETFORD HIGH SCHOOLS

Required for September, 1982:-

HEAD GROUP 11

for the Thetford Southern High School (an All-Ability High School from September, 1981), following the retirement in August, 1982, of the present Headmaster.

HEAD (DESIGNATE), GROUP 9

for the Thetford Northern High School:- a new, purpose-built High School, which will open in September, 1983. For the first Year of the appointment, the Head (Designate) will serve within the Southern High School.

Application forms and further details may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Norwich, NR1 2DL. The closing date for application is the 2nd October, 1981.

TES13/00/10

NORTH YORKSHIRE COUNTY COUNCIL

Norton School (Group 9)

Applications are invited from suitably qualified and experienced teachers for appointment as

HEAD

of this co-educational comprehensive school for pupils aged 11-16. The post falls vacant on the retirement of the present Headmaster and the appointment will take effect from the commencement of the Summer Term, 1982. The school has about 760 pupils on roll.

Further details and application forms (to be returned by 28 September, 1981) may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE.

TES13/00/10

DORSET

Ferndown Upper School

Ferndown
Group 12 1360 on roll sixth form 230
Re-advertisement

Required from Summer Term 1982, a

HEADTEACHER

for this co-educational comprehensive school — age range 13-18 years.

Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of sae. Closing date 9th October 1981.

TES13/00/00

CAMBRIDGESHIRE HUNTINGDON AREA

Ernulf Community School St Neots, Huntingdon, Cambs.

Re-Advertisement

PRINCIPAL

Group 11 (plus community allowance £1722)

The appointment will be from Easter 1982.

Applications are invited from suitably qualified teachers with experience at senior level in comprehensive schools, for the Headship of this mixed comprehensive school which was founded in 1972 and enjoys exceptional facilities.

Further details and application forms available from Senior Area Education Officer, Gazeley House, Huntingdon, Cambs., to be returned by 2nd October, 1981.

TES13/00/10

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless other wise stated, application forms and details (S.A.E., foolscap) from the Heads at the Schools:
Please quote reference 18/9 on correspondence.

Secondary Deputy Headship

The West Somerset, School, Minehead
(13-18 mixed comprehensive, 1070)
The School catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal villages.
For January 1982, due to promotion, of present post-holder to a Headship, a qualified and experienced teacher to be DEPUTY HEAD (Administration) of this Group 11, 13-18 Upper Comprehensive School.
Application forms and further details of post and school (SAE) from the Head at the School.
Closing date: 5th October, 1981.

Secondary

Whitestone School, Shepton Mallet
(11-16 mixed comprehensive, 839)
For January 1982, Head of Remedial Department, Scale 3. To be responsible for all children with learning difficulties, and for advising on learning problems throughout the school. Experience of teaching Mathematics to remedial pupils would be an advantage.
Application form and details (SAE) from the Head at the School.
Closing date: 28th September, 1981.

Sydenham School, Bridgwater
(11-16 mixed comprehensive, 1020)
For January 1982:-
(1) Teacher of MATHEMATICS, Scale 3. Second-in-Charge of large department. Interest in computing an advantage.
(2) Teacher of DRAMA, Scale 1, Scale 2 post may be available for a suitably qualified and experienced candidate. Ability to offer some English an advantage.
(3) Head of RELIGIOUS EDUCATION, Scale 2.
Applications by letter, to the Head at the School, with curriculum vitae and names of two referees.
Closing date: 28th September, 1981.

Sexey's V.C. School, Bruton
(11-18 mixed comprehensive, 480)
For January 1982, MATHEMATICS Graduate, Scale 2, with emphasis on 16-18 age range up to 'A' level standard. The school is an exciting and growing residential community and willingness to belong and participate would be highly valued. Accommodation is available in return for boarding duties, but neither are stipulations.

Application form and details (SAE) from the Head at the School.
Closing date: 28th September, 1981.

Middle Schools

Selwood Middle, Frome
(9-13 mixed, 850)
For January 1982:-
(i) Form tutor in Year 2 Team, Scale 1. Enthusiastic teacher of General Subjects who cares for and can help remedial and less able pupils. Vacancy due to promotion.
(ii) Head of Year 2, Scale 3. Teacher with experience and flair to lead a teaching team of eight, with overall responsibility for the development of 210 children of 10+. Vacancy due to promotion.
Application forms and details (SAE) from the Head at the school.
Closing date: 2nd October, 1981.

Special Schools

Penrose School, Bridgwater
(ESN (S))
For January 1982, DEPUTY HEAD for this Group 4 (a) School. Specialist qualification although not essential, is desirable. Application forms and details (SAE) from the Head at the School.
Closing date: 28th September, 1981.

WEST GLAMORGAN County Council

EDUCATION DEPARTMENT

Teaching/Lecturing Vacancies

CENTRAL OFFICE APPOINTMENTS
(Director of Education, Princess House, Princess Way, Swansea).

Pontarddulais Comprehensive School, Caecerrig Road, Pontarddulais. (Mixed) (Age range 11-16 years).
A HEADTEACHER is required for this GROUP 9 school. This is a new school, to be opened in September, 1982, and the person appointed will be required to take up full-time preparatory duties in January 1982. (Post ref. 1.11.81).

Godregaig Primary School, Graig Road, Godregraig. (Mixed) (164 on roll) (Age range 3-11 years).
A HEADTEACHER is required for this GROUP 4 School. (Post ref. 2.11.81).

Trallwn Junior School, Glan-y-Wern Road, Trallwn, Swansea. (Mixed) (241 on roll) (Age range 7-11 years).
A HEADTEACHER is required for this GROUP 6 school. This is a re-advertisement. (Post ref. 3.11.81).

Tonmawr Primary School, Tonmawr, Nr. Port Talbot. (Mixed (95 on roll) (Age range 4-11 years). This is a Social Priority School.
A HEADTEACHER is required for this GROUP 3 school. (Post ref. 4.11.81).

Glan-y-Mor Primary School, Severn Crescent, Sandfields, Port Talbot. (Mixed) (350 on roll) (Age range 3-11 years). This is a Social Priority School.
A HEADTEACHER is required for this GROUP 6 school. (Post ref. 5.11.81).

Ysgol Gynradd Gymraeg, Ponthrydyfen, Ponthrydyfen, Port Talbot. (Mixed) (139 on roll) (Age range 3-11 years).
A HEADTEACHER is required for this GROUP 4 school. This is a re-advertisement. (Post ref. 6.11.81).

Service for the Hearing Impaired
To commence as soon as possible. Qualified Teachers of the Deaf to Work initially in either Olchfa or Cwmtawe Comprehensive Schools. Applications will also be considered from qualified and experienced teachers who are prepared to undergo training on conjunction with Mid Glamorgan Education Authority to obtain the necessary Diploma in the Education of Hearing Impaired Pupils administered by the British Association of Teachers of the Deaf.

(I) Olchfa Comprehensive School, Gower Road, Sketty, Swansea. (Mixed) (2047 on roll) (Age range 11-18 years).
As one of 2 assistant teachers in the tutorial unit attached to the above school (SCALE 1 plus Special Class Allowance). (Post ref. 7.11.81).

(II) Cwmtawe Comprehensive School, Ponterdawe, Swansea. (Mixed) (1781 on roll) (Age range 11-18 years).
As one of 2 assistant teachers in the tutorial unit attached to the above school. An applicant who is able to offer a particular expertise regarding domestic science and child care would be an added advantage (SCALE 1 plus Special Class Allowance). (Post ref. 8.11.81).
Both these posts are re-advertisements.

Advisory Teacher for Primary Music
Applications are invited from suitably qualified and experienced teachers for the post of ADVISORY TEACHER FOR PRIMARY MUSIC — to work in association with the County Adviser in Music in promoting the development of Music, the in-service training of teachers in Primary Schools and a regular pattern of weekend centre and residential course provision (SCALE 4). This is a re-advertisement. (Post ref. 9.11.81).
A PERIPATETIC WOODWIND TEACHER is required to teach in West Glamorgan Primary and Secondary Schools. This is a SCALE 2 post for qualified teachers, but other experienced musicians would be paid as instructors (minimum qualification — Associated Board's Grade VIII). This is a re-advertisement. (Post ref. 10.11.81).

Ty Afan Adjustment Unit, Post Talbot.
An ADJUSTMENT CLASS TEACHER is required to be based at the above unit (SCALE 2 plus Special Class Allowance if person possesses Diploma in Special Education, otherwise SCALE 1 plus Special Class Allowance). (Post ref. 11.11.81).

SWANSEA DISTRICT APPOINTMENTS
(District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea).

Swansea College of Further Education, Tycoch Road, Sketty, Swansea.
Required as soon as possible, a suitably qualified person for the post of LECTURER in STATISTICS AND MATHEMATICS. Applicants should have a degree or equivalent qualification and should have suitable relevant experience, preferably both Educational and Industrial.
The post will entail teaching on all courses involving Statistics and Mathematics which, at present, range from appropriate courses through G.C.E. 'O' and 'A' levels across to B.E.C. National Diploma (Post ref. 12.11.81).

Applications are invited from suitably qualified persons for the following posts in the Authority's service, to commence in January 1982, unless otherwise stated.

Cefn Hengoed Comprehensive School, Caldicot Road, Winch Wen, Swansea. (Mixed) (1630 on roll) (Age range 11-18 years). This is a Social Priority School.
Required as soon as possible, a well qualified teacher of MUSIC to teach the subject throughout the school (SCALE 1). (Post ref. 13.11.81).

Mayals Primary School, Fairwood Road, West Cross, Swansea. (Mixed) 225 on roll) (Age range 3-11 years).
A DEPUTY HEADTEACHER is required for this GROUP 5 school. (Post ref. 14.11.81).

GORSEINON DISTRICT APPOINTMENTS
(District Education Officer, Gorseinon District Education Office, Ty Elnon, Princess Street, Gorseinon, Swansea).

Bishopton Comprehensive School, The Glebe, Bishopston, Swansea. (Mixed) (903 on roll) (Age range 11-16 years).
(i) Required as soon as possible, an *Assistant Teacher* (SCALE 2) to be responsible for REMEDIAL EDUCATION throughout the school. Applicants should be in possession of a Diploma in Special Education and/or relevant experience. Ability to assist in the teaching of FRENCH would be an advantage. (Post ref. 15.11.81).
(ii) Required as soon as possible, an experienced teacher (SCALE 1) of MATHEMATICS to teach across the ability range up to C.S.E./ 'O' Level. (Post ref. 16.11.81).

Penlan Comprehensive School, Heol Gwyrosydd, Penlan, Swansea. (Boys) (1300 on roll) (Age range 11-18 years).
Required as soon as possible a Modern Languages Teacher to teach GERMAN to C.S.E./'O' Level and to teach FRENCH to Junior forms. (SCALE 1). This is a re-advertisement. (Post ref. 17.11.81).

Penyrheol Comprehensive School, Pontarddulais Road, Gorseinon, Swansea. (Mixed) (1700 on roll) (Age range 11-19 years).
Required as soon as possible, an experienced teacher of CLASSICAL STUDIES to teach to C.S.E. and 'O' Level in the first instance. (SCALE 1). This is a Temporary Appointment for one year only. (Post ref. 18.11.81).

MORRISTON DISTRICT APPOINTMENTS
(District Education Officer, Morriston District Education Office, Neath Road School, Morriston, Swansea).

Llansamlet Junior Comprehensive School, Walters Road, Llansamlet, Swansea. (Mixed) (575 on roll) (Age range 11-13 years).
A graduate teacher is required as HEAD OF GEOGRAPHY with special responsibility for co-ordinating HUMANITIES. (SCALE 3). (Post ref. 19.11.81).

Morriston Senior Comprehensive School, Heol Maes Eglwys, Cwmrhydyceirw, Morriston, Swansea. (Mixed) (1065 on roll) (Age range 13-18 years).
A Good Honours Graduate required to teach ENGLISH across the ability range and to be responsible for one of the major functions of the department — Second in Department. (SCALE 3). This is a re-advertisement. (Post ref. 20.11.81).

Glais Primary School, School Road, Glais, Swansea. (Mixed) (108 on roll) (Age range 3-11 years).
A DEPUTY HEADTEACHER is required for this GROUP 3 school. (Post ref. 21.11.81).

Ysgol Gynradd Gymraeg Lonlas, Frederick Llansamlet, Swansea. (Mixed) (233 on roll) (age range 3-11 years).
Required as soon as possible, Assistant Teacher to be responsible for Boys' Games and Physical Education. Ability to teach through the medium of Welsh essential. (SCALE 1). This is a re-advertisement. (Post ref. 22.11.81).

AFAN DISTRICT APPOINTMENTS
(District Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot).

Sandfields Comprehensive School, Southdown View, Port Talbot. (Mixed) (1200 on roll) (Age range 11-18 years).
(i) Required as soon as possible HEAD OF ENGLISH (SCALE 4). This is a re-advertisement. (Post ref. 23.11.81).
(ii) An Honours Graduate in PHYSICS is required to teach Physics to 'O' and 'A' Levels and also to teach General Science to C.S.E. Level. This is a temporary post for the Spring and Summer Terms 1982. This is a re-advertisement. (Post ref. 24.11.81).

Application forms and further particulars of these posts are available from the appropriate office shown, whether Central or District. Applicants are requested to forward a stamped addressed envelope quoting the appropriate post reference number.
The CLOSING DATE for receipt of completed application forms is THURSDAY, 1st October, 1981.

John Beale
Director of Education

TES13/00/00

Education Department

DEPUTY HEAD

Group 9

Campion R.C. High School for Boys
(11-16 years boys' comprehensive, 561 on roll).
Stafford Road, St. Helens WA10 3JL.

Applications are invited for the above post. The successful candidate will be a member of the senior management and policy-making team. Major areas of responsibility will be related as far as possible to the particular experience and qualifications of the person appointed. Previous applicants will be considered.

Further details and application forms are available from the Headmaster and completed applications should be returned to the Very Reverend Canon J. Tickle at the school.

TES13/00/12

StHelens
METROPOLITAN BOROUGH

CAMBRIDGESHIRE
HUNTINGDON AREA
Allwyn Community School
Hollow Lane, Ramsey
857 on roll, Group 9

Second Mistress/Master

Required for January 1982 Second Mistress/Master to join the School Management Team of this co-educational 11-14 comprehensive school.

Candidates should be well qualified and must have proven teaching and organizational experience in comprehensive schools.

The successful candidate will be expected to exercise responsibility for Girls' Welfare and discipline.

Further particulars and application forms from the Senior Area Education Officer, Gazeley House, Princes Street, Huntingdon, Cambs. (SAE please). Closing date 2nd October.

TES13/00/12

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

Required for January 1982
HIGHAMS PARK SENIOR HIGH SCHOOL,
Handsworth Avenue, London, E4 9PJ.
Headteacher: Mr. F. Maynard, B.Sc.

Deputy Head Teacher
Group 11

£11,541-£12,648 required in this co-educational Comprehensive School for pupils aged 14-18 years (900 on roll).

A well qualified, enthusiastic and experienced teacher with proven administrative ability is sought to join the Senior Management Team of this school, situated in a pleasant, residential area of the Borough.

Application form and further details available on receipt of s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.
Closing date 2nd October 1981.

TES13/00/12

Waltham Forest

BARNSLEY METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
Berneslai Close, Barnsley S70 2HS

Applications are invited from suitably qualified and experienced teachers for the following

DEPUTY HEADSHIPS
for January 1982

Charter School
Broadway, Barnsley S70 6RA. Group 9.
11-16 Mixed Comprehensive. Headteacher: Mr M P Kaye BA

St Helen's School
Carlton Road, Barnsley S71 2BB. Group 9.
11-16 Mixed Comprehensive. Headteacher: Mr D C Bate

Thurnscoe Comprehensive School
Clayton Lane, Thurnscoe, Rotherham S63 0BE. Group 10 (EPA).
11-16 Mixed Comprehensive.
Headteacher: Mr D P Owen Bsc (Econ)

Further details and application forms are obtainable from the Education Officer, Berneslai Close, Barnsley S70 2HS to whom they should be returned by 25 September 1981.

TES13/00/12

SECONDARY HEADSHIPS
continued

EAST SUSSEX

COUNTY COUNCIL
RATTON SCHOOL
Park Avenue, Eastbourne
(Roll 950)

Applications are invited for the post of Headteacher for this Co-educational, Group 10 School. (11 - 16), to take up appointment in April 1982.

Relocation grants available in approved cases.

Application forms and further details (SAE please) available from the County Education Officer, Education Department, County Hall, St. Anne's Crescent, Lewes, BN7 1SG to whom they should be returned by 2nd October, 1981. (28016) 130010

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
(RE-ADVERTISEMENT
ST. ANGELA'S R.C. GIRLS' SCHOOL
Hitchin Road, Stevenage, Herts.
820 on roll (120 in Sixth Form)
HEADTEACHER (Group 10)

The Governors invite applications from suitably qualified and experienced practising Roman Catholic teachers for the above post which falls vacant on 1st January 1982, following the retirement of the present Head. The school provides for girls of all abilities from 11 to 18.

Application forms and further details may be obtained from the Divisional Education Officer, The Grange, High Street, Stevenage, Herts. SG1 3BD.

Closing date 2nd October, 1981. (29623) 130010

NORTHAMPTONSHIRE

KETTERING HENRY GOTCH SCHOOL
Deeble Road, Kettering,
Northants NN15 7AA

APPOINTMENT OF HEADTEACHER - GROUP 10

Applications are invited for the post of Headteacher of this co-educational comprehensive school of approximately 750 pupils aged 11 - 18. The school was re-organised on comprehensive lines in 1976 and is housed in modern buildings. There is a developing sixth form.

The appointment will be from the commencement of the Summer Term 1982.

Further details and application form from the County Education Officer (Ref DL), Northampton House, Northampton NN2 2HX (s.a.e. please) - Closing date 2nd October 1981. (27803)

130010

HUMBERSIDE

EDUCATION COMMITTEE

BEVERLEY GRAMMAR SCHOOL
HEADSHIP

For this Voluntary Aided Comprehensive Boys' School with 4 Forms of entry.

Group 9; N.O.R. 625 boys; Age Range 11 - 18

Although not a Church School Beverley Grammar School is of ancient foundation and maintains close ties with Beverley Minster.

There is a joint Sixth Form with Beverley Girls' High School.

Application forms and further details are available from - The Clerk to the Governors, Mr. C.T.H. Harrison, 20 Willow Grove, Beverley, North Humberside, HU17 8DS.

A stamped-addressed envelope should be enclosed, and the final date for receipt of applications is 9th October, 1981. (28050) 130010

ROCHDALE

METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT

SECONDARY SCHOOL HEADSHIP

LITTLEBOROUGH HIGH SCHOOL (11 - 16)
Calderbrook Road,
Littleborough, Rochdale.
Tel: Littleborough 78886

Head Teacher Group 10

Required for January 1982. Applications are invited from suitably qualified and experienced teacher for the headship of the above school. The school can accomodate 900 pupils and currently has 700 pupils on roll.

Application forms and further details available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, P.O. Box 70, Smith Street, Rochdale, to whom they should be returned by 5th October 1981. (28068) 130010

Deputy Headships Second Masters/ Mistresses

AVON

BEECHEN CLIFF SCHOOL
Alexandra Park, Bath, BA2 4RE.
(11 - 18 Boys' Comprehensive. 1350 on roll. 260 in the Sixth Form)

Applications are invited for the post of DEPUTY HEAD, Group 12.

Full details are available from the Headmaster to whom letters of application should be sent enclosing a curriculum vitae and quoting two referees. The closing date is Friday October 2nd. (30101) 130012

AVON

PATCHWAY HIGH SCHOOL
Hempton Lane, Almondsbury, Bristol BS12 4AJ
Group 11

Applications are invited from suitably qualified and experienced teachers for appointment as Deputy Head, curriculum, (second Master/Mistress) of this co-educational 11 - 18 comprehensive school situated near the M4/M5 interchange on the northern boundary of the city of Bristol. The post falls vacant due to promotion of the present Deputy and will take effect from 1st January 1982. The school has 1160 pupils on roll.

Further particulars can be obtained from the Headmaster at the school (S.A.E. please) to whom completed applications should be returned within 10 days of this advertisement. (28316) 130012

DEVON

Please see displayed advertisement on page 53. (27963) 130012

BERKSHIRE

ALTWOOD C.E. SCHOOL
Altwood Road, Maidenhead, SL6 4PU.
N.O.R. 990 (120 6th form)

Required for January 1982, SECOND MASTER/MISTRESS to join the Senior Management Team and to be particularly responsible for co-ordination of pastoral work and for girls' welfare. Group II school salary and status of Deputy Head. (Vacancy due to promotion to Headmistress).

Apply by letter, with names and addresses of two referees, to the Headmaster from whom further particulars may be obtained (s.a.e.). Closing date October 5, 1981. (30326) 130012

BERKSHIRE

MEADWAY SCHOOL
The Meadway, Tilehurst, Reading RG3 4NN
N.O.R. 1000

Required from 1.1.82. DEPUTY HEAD (Academic) of this Group 11 mixed 11 - 18 comprehensive school. This is a challenging post for an able and dynamic person. Duties will include oversight of the whole curriculum, Time-table etc.

Forms of application and details from Headmaster (s.a.e). Closing date October 5. (25330) 130012

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION

LEON SCHOOL
Fern Grove, Bletchley, Milton Keynes. MK3 6EW

GROUP 11
(mixed comprehensive - approximately 1400 pupils on roll)

Required from January 1982, a teacher for the post of 2nd Deputy Head at this 11 form entry comprehensive school.

The Senior Management team is undergoing reorganisation but it is envisaged that the new Deputy will have particular interests in the areas of curriculum and staff development and community relations.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application form and further details available from the Headteacher, Mr B.H. Abbott BA on receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned by 2 October 1981. (27869) 130012

AVON

COUNTY OF AVON
WORLE SCHOOL
Redwing Drive, Weston-Super-Mare

Second Mistress/Master required for January 1982 in this Group XI comprehensive school in purpose-designed buildings. This senior management post has special reference to girls' welfare and to the maintenance of high academic standards.

Please send s.a.e. to the Head for further information and application forms. (25301) 130012

BERKSHIRE

KENNET COMPREHENSIVE SCHOOL
Stoney Lane, Thatcham, Nr. Newbury.
N.O.R. 1050

Required January 1982, DEPUTY HEAD (Group 11) for this mixed 11 - 18 comprehensive school. Duties will include curriculum development and timetable.

For further details apply to the Headmaster, enclosing foolscap stamped addressed envelope. Closing date October 5, 1981. (30324) 130012

CAMBRIDGESHIRE

NORTHERN AREA
ORTON LONGUEVILLE SCHOOL
Oundle Road, Orton Longueville, Peterborough, PE2 0EA
Tel: Peterborough 231971
GROUP 11, ROLL 1200 (11 - 18 mixed)

Required for January 1982: Deputy Head Teacher (Group 11) to be a member of the Senior Management Team, with a range of administrative, curricular, pastoral and timetabling duties. Some teaching will be required but the subject is immaterial.

Assistance may be given with housing in approved cases.

Application forms, and a detailed job specification, are available from the Headmaster, Mr. P.J. Frogley, M.A. (S.A.E. 1st class). Closing date for receipt of applications, 29th September 1981. (27981) 130012

CUMBRIA

COUNTY COUNCIL
PARKVIEW SCHOOL
Barrow-in-Furness
(Mixed 11 - 16 Years. 1500 on Roll, Group 12)

Required for January 1982, a Deputy Head for this developing comprehensive school. The successful applicant will be one of the senior management team of four (comprising head, two deputy heads and a second mistress) and will have particular responsibility of the timetable organisation and curriculum development. The new Head, Mr B.K.A. Dower will take up his appointment in January 1982 on the retirement of the present Head.

Further details and application forms from the Assistant Director of Education, John Whinnerah Institute, Abbey Road, Barrow-in-Furness, to whom completed forms should be returned within two weeks of this advertisement. (27761) 130012

ESSEX

THE APPLETON SCHOOL
Croft Road, Benfleet
Tel: 03745 4815
(Roll 1650)
DEPUTY HEAD Group12

Required January, a Teacher with substantial experience at a senior level in a comprehensive school to undertake major responsibilities in a Senior Management Team.

Closing date 5th October 1981.

Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (28010) 130012

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
ST. MICHAEL'S R.C. BOYS' SCHOOL
Sandown Road, Stevenage, Herts.
Te. No. (0438) 2981.
Roll 600.

Catholic graduate with sound teaching experience required January 1982 to be second Deputy Head (Group 10).

The School is an 11 - 18 all-ability school serving the Roman Catholic community of Stevenage and North Hertfordshire.

Applications to the Headmaster by 30th September. Previous applicants should indicate whether they wish to be considered. Telephone for further information. (27880) 130012

HILLINGDON

LONDON BOROUGH OF HILLINGDON

TOWNMEAD SCHOOL,
Wise Lane, West Drayton,
Middlesex UB7 7EU

(Number on roll 820 - 31 in sixth form)

This is a 5 form entry mixed comprehensive school with modern buildings, all on one site.

Required for January 1982, Senior Teacher to join the management team of Townmead School, and assist the Deputy Head (pastoral) in all aspects of the organisation and administration of the year-based school pastoral system. Applicants should have a wide experience, especially in the areas of welfare, guidance and counselling, and the disciplinary procedures of a comprehensive school. Candidates will be expected to fulfil a substantial teaching commitment, and should state subjects offered.

London Allowance payable.

Application forms are available from, and returnable to the Headmaster. Please enclose a stamped addressed envelope and give a telephone number through which you can be contacted. (30107) 130012

NORTHAMPTONSHIRE

EDUCATION DEPARTMENT
ROTHWELL MONTSAYE SCHOOL
(Greening Road, Rothwell, Kettering, Northants NN14 2BB)

APPOINTMENT OF DEPUTY HEADTEACHER: GROUP XI

Applications are invited for the post of DEPUTY HEAD to join the senior management team with particular responsibility for the curriculum and its development.

The School, of approximately 1180 pupils, is co-educational and was re-organised on Comprehensive lines in 1976. There is a developing Sixth Form of 93 pupils.

Montsaye is housed in modern buildings and is situated 5 miles from Kettering. It serves the towns of Rothwell and Desborough together with adjacent villages.

The appointment will be from 1st January, 1982.

Further details and application forms are available from the Headmaster (SAE please). Closing date 2nd October, 1981. (27662) 130012

LEICESTERSHIRE

LUTTERWORTH HIGH SCHOOL
Woodway Road, Lutterworth, Leicester, LE17 4QH

(A Leicestershire Plan 11 - 14 High School)

Head: Mr J. Kinson B.A.
DEPUTY HEADSHIP

GROUP 9

DEPUTY HEAD required January.

Details from the Head (SAE).

Apply (no forms) with full particulars and names and addresses of two referees to the Head by 29th September. (27595) 130012

NORTH YORKSHIRE

COUNTY COUNCIL
NORTHALLERTON GRAMMAR SCHOOL
Grammar School Lane,
Northallerton DL6 1DD
DEPUTY HEAD (GROUP 12)

Applications are invited for the post of Deputy Head of this 14 - 18 comprehensive school (over 1,000 pupils) which will be vacant from 1 January, 1982 on the promotion of one of the three Deputy Head to a Headship. Responsibilities of the Deputies are varied from time to time to give each experience of different areas of school life.

The post demands a considerable capacity to contribute to the development of school policy as well as great expertise as a teacher.

Further details available from the Headmaster at the School (s.a.e. please).

Apply by letter, including a full curriculum vitae and the names of two referees to the Headmaster by 30 September 1981. (30397) 130012

SURREY

EDUCATION COMMITTEE
BISHOP FOX SCHOOL
West Molesey.
(12 - 16).
SECOND MASTER/MISTRESS, Group 8 appointment (Group 9 School).

Apply to Head Tel: 01 979 8334. (27887) 130012

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
BRASHOLME HIGH SCHOOL
Mirimere Avenue, Hull
Head: G. E. Daniels, M.A.

Required for January 1982, a DEPUTY HEAD (Salary Group 13).

The post demands belief in the values of comprehensive education, administrative skill, ability to deal with personal problems; and the temperament to work within a management team of four.

This is a mixed sixteen form entry comprehensive school for pupils aged 13 - 18 years.

Application forms and further particulars may be obtained from the Head to whom completed forms should be returned by 2nd October 1981. (30297) 130011

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

CHURCHFIELDS HIGH SCHOOL
(11 - 18 Comprehensive)

Required for January 1982 SECOND DEPUTY HEAD TEACHER - Group 13.

Application forms and further details available from and returnable to Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands, B70 8RG. Closing date 2nd October 1981.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (25343) 130011

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

WARLEY HIGH SCHOOL
(11 - 16 Comprehensive)

Required for January 1982 FIRST DEPUTY HEAD/SECOND DEPUTY HEAD/SECOND MASTER-MISTRESS - Group 10.

Responsibilities will include monitoring and assessment, staff development and in-service training.

Application forms and further details available from and returnable to Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands, B70 8RG. Closing date 2nd October 1981.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (25344) 130011

WEST GLAMORGAN

COUNTY COUNCIL
Please see displayed advertisement on page 47 (27641) 130011

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

WOOD GREEN HIGH SCHOOL
(11 - 18 Comprehensive)

Required for January 1982 SENIOR TEACHER.

To assume responsibility for Curriculum and Resources. Application form and further details available from and returnable to Head Teacher, Wood Green Road, Wednesbury, West Midlands. Closing date 2nd October 1981.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (25353) 130011

SOMERSET

THE WEST SOMERSET SCHOOL
Minehead.
(13 - 18 mixed comprehensive. 1070)

For January 1982 DEPUTY HEAD required. For further information see main Somerset County Council composite advertisement. (28047) 130011

WEST GLAMORGAN

COUNTY COUNCIL
'Vice Principal Designate'. See displayed advertisement under 'Tertiary' on page 57. (27639) 130012

CAMBRIDGESHIRE
HUNTINGTON AREA

ST PETERS SCHOOL
Huntingdon, Cambs.
(Co-educational Comprehensive, 1400 on roll) (Group 12)

Headmaster: W. G. Thomas, JP, BA

Senior Master/Mistress

Required for January 1982. The successful applicant who must be a graduate, will be in charge of the pastoral care of one year, lead a group of academic teams and join the Executive Management Committee. High qualities of leadership, integrity and a firm belief in comprehensive education are essential.

Please write to the Headmaster, giving curriculum vitae and the names of two referees. Closing date 30th September 1981.

TES13/00/12

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ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts.
Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£759 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

HEADSHIP

SEDGEHILL (SM)
Sedgehill Road, SE6 3QW

Applications are invited for the headship of this school which is vacant now following the retirement of the former headmaster, Mr. J. K. Turner. Roll 2000. Burnham group 13 plus Inner London allowance. Please send self addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for the return of completed application forms 9 October.

DEPUTY HEADSHIP

ST GEORGE'S RC (SM)
Lanark Road, Maida Vale
W9 1RB
Tel: 01-328 0904
Roll: 850
Headmaster: Mr. I. N. Tulloch

Required from January 1982. Deputy Head Teacher (Group 10). Vacancy arises from the retirement of the present post holder. There are, in post already, a Deputy Headmaster and Second Master. The successful applicant will complete this senior management team of three. Full job description and application forms available from the School Secretary.

ART

Post of Responsibility

HYDEBURN SCHOOL (SM)
45 Chestnut Grove, SW12 8JZ
Tel: 01-673 8737
Roll: 900-950
Headmaster: Mr. F. C. Thorn

Required a.s.a.p. a fine-arts teacher (painting and drawing) Scale 2 within a strong Art Department. Person appointed should have capability of teaching to 'O' and 'A' level.

CREATIVE ARTS

Head of Department

PIMLICO (SM)
Lupus Street, SW1V 3AT
Tel: 01-828 0881
Roll: 1450
Headmaster: Rodney Usher

Required from January 1982. Head of Creative Arts, Scale 3, to co-ordinate integrated programme (drama, music and dance) in Lower School and to be responsible for performances and productions throughout school. Contact Dave Sheppard, present holder, for visits.

COMMERCE

Scale 1 Post

DALSTON MOUNT (SG)
Shacklewell Lane, E8 2EY
Tel: 01-254 8722
Roll: 700
Headmistress: Miss M. Tilley

Required a.s.a.p. Teacher of Business Studies.

HISTORY

Head of Department

BISHOP THOMAS GRANT RC (SM)
Belltrees Grove, Streatham SW16 2HY
Tle: 01-769 3294
Roll: 1,400
Headmaster: Mr. Bryan A. Snalune

Required from January 1982. Head of History (Scale 3). This is a thriving department with substantial groups at 'A' level. Preference will be given to practising Catholics.

HOME ECONOMICS

Head of Department

MALORY SCHOOL (SM)
Launcelot Road
Bromley BR1 5EB
Tel: 01-698 1025
Roll: 1550
Headmistress: Mrs. G. B. Parkinson

Required from January 1982. Head of Home Economics Scale 4. The successful applicant will have experience of recent curriculum innovations in Home Economics, Textiles, Child Development and Health Education. Application form and full job description from the school secretary, John McCully. This is a readvertisement. Previous applicants are invited to reapply.

Scale 1 Posts

HOME ECONOMICS/
CHILD DEVELOPMENT

There are currently vacancies for both full-time and part-time teachers for Scale 1 posts in Home Economics/Child Development available in most parts of the Authority's area. Applications are welcome both from experienced teachers of the subject and from those newly qualified who are seeking first engagements. You may obtain an application form from EO/TS2 Room 67 (MB) County Hall, SE1 7PB or you may telephone 01-633 7427.

MATHEMATICS

Head of Department

HAMPSTEAD (SM)
Westbere Road, NW2 3RT
Tel: 01-794 8133
Roll: 1170 (140 in Sixth Form)
Headmaster: E. P. Field

Required from January 1982. Head of Computer Studies (Scale 3). The School has two HRG 380Z microcomputers and a teletype link. Courses include CSE, 'O' and 'A' level and non-examined Computer Awareness in the third and sixth form.

Scale 1 Post

MALORY (SM)
Launcelot Road,
Bromley BR1 5EB
Tel: 01-698 1025
Roll: 1550

Required from January 1982 or sooner if possible. Maths teacher with enthusiasm and experience of Computer Studies. Courses are offered at CSE 'O' and 'A' level. Visits by arrangement with Colin Chatten, Head of Maths. Application form and details from the secretary. a Scale 2 is available for a suitably experienced candidate but newly qualified applicants will be considered.

MODERN LANGUAGES

Head of Department

HYDEBURN SCHOOL (SM)
45 Chestnut Grove, SW12 8JZ
Tel: 01-673 8737
Roll: 900-950
Headmaster: Mr. F. C. Thorn

Required a.s.a.p. a Head of Modern Languages (Scale 3). French and Spanish languages are taught throughout the school up to 'A' level.

REMEDIAL WORK

Head of Department

MALORY (SM)
Lancelot Road, Bromley BR1 5EB
Tel: 01-698 1025
Roll: 1550
Headmistress: Mrs. G. B. Parkinson

Required from January 1982 or sooner if possible. Head of Remedial Department (Scale 3). The teaching of less able pupils is in small classes and withdrawal groups from Banded Classes in years 1-3. A Reading Development scheme operates in the 4th and 5th Year. Full details and an application form from the secretary. This is a readvertisement. Previous applicants are asked to reapply.

SCIENCE

Post of Responsibility

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1280
Headmaster: N. C. Ure

Required from January 1982: Science teacher (Scale 2) to take responsibility for Chemistry. Chemistry is an established subject in the 4th/5th year options and is taught in the VI form up to 'A' level GCE.

TECHNICAL STUDIES

Posts of Responsibility

RE-ADVERTISEMENT
SCALE 2 POSTS IN DESIGN AND TECHNOLOGY

Applications are invited from qualified teachers to complete recruitment to a team of seven peripatetic teachers to be established to cover for serving teachers seconded on Safety Training Courses. Successful applicants will be offered Scale 1 Divisional Staff appointments with secondment to Scale 2 whilst undertaking these duties. The team will be established for 3 years in the first instance. Application forms available from EO/TS1, Room 70, County Hall, London SE1 7PB. (Tel: 01-633 3017/6218).

Peripatetic Scale 2

A vacancy exists for appointment as soon as possible to a team of experienced secondary teachers of Design and Technology. The team provides teaching cover in secondary schools for absent staff on a short, medium or long term basis. Posts are graded at Scale 2. Application forms obtainable from: EO/TS1, Room 70, County Hall, London SE1 7PB (Tel: 01-633 3017/6218).

OTHER

HOLLOWAY (SB)
Hilldrop Road, N7
Tel: 01-607 5885
Roll: 1100; 11-18+
Headmaster: G. R. de Spinoza

Required from January 1982. Head of Year, Scale 4. The school places emphasis on the pastoral side both in welfare and academic progress. The Heads of Year with their Tutors, are responsible for all aspects of each pupil's progress. Applicants should have good teaching experience and an interest in the whole field of secondary education.

MALORY (SM)
Launcelot Road
Bromley BR1 5EB
Tel: 01-698 1025
Roll: 1550
Headmistress: Mrs. G. B. Parkinson

Required from January 1982. Head of Sixth Form, Scale 4, to take charge of Sixth Form (130 pupils). Exam courses in CSE, CEE, RSA, City and Guilds, GCE 'O' level and 'A' level. Full details and an application form are available from John McCully, the School's Administrative Officer.

PRIMARY SCHOOLS

DEPUTY HEADSHIPS

BARING JM & I
Baring Road, Lee, SE12 0PW
Tel: 01-857 5637
Roll: 190
Headmaster: Mr. D. R. Attwell

Required from January 1982. A Deputy Head for this Group 4 School. Applicants should be experienced teachers with a broad interest in the Primary School curriculum who are prepared to exercise leadership of an enthusiastic, hard-working staff. Involvement in extra curricula activities is desirable.

Re-Advertisement
Holy Trinity CE (JM&I)
Dartmouth Road, Forest Hill SE23
Tel: 01-699 9023
Toll: 195
Headmaster: W.E. Morgan

Required from January 1982 — sooner if possible. Deputy Head Group 4. Committed Christian to assist in all aspects of curriculum development.

SAINT FAITH'S CE JM&I + N
Smardale Road, Wandsworth
SW18 1AF
Roll: 200
Headmistress

Required from January 1982. Deputy 1982. Practising Christian.

ST MARY ABBOTS CE (JM&I)
2 Kensington Church Court, W8 4SP
Tel: 01-937 0740
Roll: c 200
Headmistress: Miss J. J. Staples

Required from January 1982. Deputy Head (Group 4). An experienced teacher to join enthusiastic and hardworking staff. Vacancy due to promotion. Candidates must be Communicants of the Church of England. Application forms available and returnable to the Clerk, Parish Office, St. Mary Abbots Church Hall, Vicarage Gate, London W8 4HN.

ST MARY MAGDALEN'S RC JM&I
Howson Road, Brockley
SE4 2BB
Tel: 01-692 5055
Roll: 174
Headmistress: Miss J. I. Fitzgerald

Required from January, 1982, Deputy Head Group 4. Applicants should be practising Catholics and hold a Catholic Teacher's Certificate Experience in boys' games desirable. Application forms with S.A.E. from the Clerk to the Governors, 73 Comerford Road, SE4. Closing date 2.10.81.

Part-time Post

NORTHWOLD JM School
Northwold Road, Clapton
E5 8RN
Tel: 01-806 7492
Roll: 240
Headmaster: L. C. Taylor

Required a.s.a.p. 0.5 Teacher for Music. The school has established guitar and recorder groups and visiting teachers of violin, brass and steel band.

NURSERY SCHOOLS

DEPUTY HEADSHIP

SHERBORNE NURSERY SCHOOL
Priestley House,
Athlone Street, NW5 4LP
Tel: 01-485 2375
Roll: 40
Headmistress: Miss E. Scott

Required from January 1982. Deputy Head for this roof-top school which serves a mixed community. Applications are invited from experienced nursery teachers for this new appointment. (Re-advertisement).

SECONDARY DEPUTY HEADSHIPS
continued

WILTSHIRE

THE CORSHAM SCHOOL
The Tynings, Corsham, Wilts.
SN13 9DF

Required for January 1982, a well qualified and experienced teacher to be Head of Upper School (Deputy Head Group XI) of this co-educational comprehensive school for pupils aged 11 - 18 years.

The Upper School comprises the fourth year, fifth year and sixth form; and the successful applicant will have ultimate responsibility for the personal, educational and careers guidance of these young people, together with a share in the administration and policy making of the whole school.

Application form (returnable by 29th September) and further details (S.A.E. please) from the Headmaster. (27625) 130012

SUFFOLK

KING EDWARD VI UPPER SCHOOL
Bury St. Edmunds
(Mixed comprehensive 13 - 18; 1,300 on roll, 300 in Sixth Form)
Required for January, 1982 DEPUTY HEAD (Group 12).

Closing date: 28th September, 1981.

Forms and further details available from Headteacher at school (s.a.e. please) to whom they should be returned. (28019) 130012

Remedial Posts

Heads of Department

HAMPSHIRE

SHOLING GIRLS SCHOOL
Middle Road, Southampton, SO2 8PH.
(12 - 17 Comprehensive: NOR 680).
Required January Scale 3 Head of Department for Remedial Teaching.
S.A.E. to Head for further details by 25th September. (27966) 131018

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT

MATTHEW HOLLAND COMPREHENSIVE SCHOOL
Chapel Road, Selston, Notts.
NG16 6BW

Headmaster: R.M. Hyde, B.Sc., M. Ed.
Mixed: 1,100 (11 - 18)

Applications are invited from suitably qualified teachers for the following post:-

For January, teacher (Scale 3) as Head of Special Needs Department, which is responsible for Remedial Education throughout the school and runs a course for slow/reluctant learners in Years 4 and 5.

Applications (no forms) to the Headmaster, with names and two referees, as soon as possible. (27815) 131018

Scale 2 Posts and above

HARINGEY

(BOROUGH OF HARINGEY)
THE SOMERSET SCHOOL
White Hart Lane, Tottenham, N17 8HL.
Voluntary Controlled Boys' Comprehensive School.

A qualified REMEDIAL TEACHER is required for January 1982. We are looking for a Teacher who has specialist experience and can guide the work of others. The post calls for an imaginative and flexible person to organise a limited withdrawal system and give support to English Teachers doing remedial work alongside other teachers in mixed ability classrooms.

SCALE 2 or 3 for suitable applicant.

Application forms and further details available from the School (s.a.e.) CLOSING DATE FRIDAY 2 OCTOBER 1981.

London Allowance (£759) payable.

Removal Expenses 100% allowed in approved cases. (27862) 131020

NORFOLK

CAISTER HIGH SCHOOL
Windsor Road, Caister-on-Sea,
Gt. Yarmouth. NR30 5LS

No. on ROLL 625

Required for January, 1982 a teacher (Scale 2) to take charge of the Remedial Department in this developing all-ability High School.

Details and application forms from the Headteacher on receipt of S.A.E. and should be returned to the School. (27870) 131020

WALSALL

METROPOLITAN BOROUGH OF WALSALL
EDUCATION COMMITTEE
FOREST COMPREHENSIVE SCHOOL
Hawbush Road, Leamore, Walsall.

ASSISTANT HEAD OF FACULTY OF BASIC STUDIES Scale 3 required as soon as possible. Experienced, committed teacher required with a sympathetic understanding of the needs of less able pupils. Position of considerable responsibility in a large faculty.

Closing date: 29th September, 1981.

Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an s.a.e.

This Authority is an equal opportunity employer. (27878) 131020

Scale 1 Posts

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
REMEDIAL TEACHER (SCALE 1)
BRIDLINGTON SCHOOL
Bessingby Road, Bridlington, YO16 4QU.

Required for January, 1982 or earlier if possible an experienced teacher of the less able, to teach Mathematics and English to extracted pupils in the third year, and to assist with senior school groups in a team teaching situation.

The school is a Voluntary Controlled Comprehensive School with boarding facilities.

Application forms and other details are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by 28th September, 1981. (28054) 131022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

THE HOWARD SCHOOL
Gillingham, Kent

(A Grammar-Modern School of 1800 boys aged 11 to 18)

Required in January, someone to teach full-time in the REMEDIAL Department. Previous experience, whilst welcomed, is not essential.

Apply to the Headmaster for details and application form, enclosing s.a.e. (30409) 131022

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE

Required for January 1982:

HEATH PARK SCHOOL
(N.O.R. 1000)

COMPENSARY EDUCATION. Scale 1. To teach Basic Skills to a tightly structured syllabus in years 1, 2 and 3 of this 11 - 18 mixed comprehensive school.

Application forms available from the Dirctor of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement. (sae please). (26334) 131022

DYFED County Council

EDUCATION COMMITTEE

1. MERLINS BRIDGE V.A. SCHOOL, HAVERFORDWEST

Required for 1st January, 1982.

Applications are invited from experienced qualified teachers for the following vacancy at the new Merlins Bridge V.A. School which will open in January 1982.

Assistant Teacher, Scale 2, with responsibility for Mathematics and Science throughout the School.

Applicants should be communicant members of the Anglican Church and quote the name of their Parish Priest as one of the Referees.

Applications forms are available on receipt of a s.a.e. from the Area Education Officer, Area Education Office, St. Thomas' Green, Haverfordwest.

2. PENYGAER C.P. SCHOOL, LLANELLI

Deputy Headteacher (Group 3). The successful applicant will be responsible for the development of Language throughout the School. Ability to speak Welsh desirable.

Application forms are obtainable from the Area Education Officer, 14 Goring Road, Llanelli (on receipt of a stamped addressed envelope) to whom they are returnable.

Closing date for both posts — 2nd October, 1981.

W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen.

TES13/00/00

DAVENANT FOUNDATION SCHOOL
(Vol. Aided)
Chester Road, Loughton
ESSEX IG10 2LD

Required for January, a well qualified and suitably experienced

HEAD OF PHYSICS

(Scale 3 plus London Fringe Allowance)

to organise a strong and well-equipped department and to teach across the 11-18 age range of this Boys' Grammar School, now developing as a Mixed Comprehensive School. Large Sixth Form with long tradition of 'A' Level and University Entrance work. Pleasant Green Belt site.

Further particulars and application forms from the Headmaster at the School.
Closing date Wednesday 30th September 1981.

TES13/00/00

The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

Required for January 1982
LEA GREEN SCHOOL AND CENTRE,
Leyton Green Road, London E10 6DB.
Head Teacher: Mrs. M. A. Gross.

Deputy Head Teacher
Scale 7(s)

Salary: £9,972-£11,025
plus London Weighting £498 per annum.

Required in this all age Co-educational Special School which caters for pupils with emotional and behavioural problems. The majority of pupils attend part-time at Lea Green and part-time at their 'mainstream' school, although there are some full-time places.

Applicants must be qualified teachers, hold an advanced diploma/degree in special education, and have experience of working in a special school.

Application form and further details available on receipt of s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date 2nd October, 1981.

TES13/00/12

Waltham Forest

By Subject Classification

Arts and Design

Heads of Department

KIRKLEES

METROPOLITAN COUNCIL
HONLEY HIGH SCHOOL
Station Road, Honley, HD7 2QJ
(1350 boys and girls: Sixth form 190)
(REF. 449)

Required for January 1982, HEAD OF ART & DESIGN DEPARTMENT. Scale 3, at this 11 - 18 Comprehensive School. Excellent Facilities in new art and craft building.

Application forms and further information (s.a.f.e. please) from the Head Teacher at the school to whom completed forms must be returned. (27927) 131218

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
HMC - Independent Day School - 800 boys

The Headship of the Art Department will become vacant with effect from January 1st 1982. Applications are invited from candidates holding a degree or equivalent qualification with experience in teaching this subject to 'O' and 'A' level. Experience in teaching History of Art would be a recommendation but ability to give practical instruction is also required.

The Head of Department's post would be on Scale 3 but a candidate may also be considered for appointment as an Assistant Art Teacher. This appointment would be on Scale 2 for a candidate with suitable qualifications and experience. Candidates should indicate whether they wish to be considered for one or both posts.

Please contact the Headmaster by telephone or letter if further information is required. Applications, including full curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to: The Headmaster, Nottingham High School, Waverley Mount, Nottingham NG7 4ED, telephone 786056 by Thursday, October 1st. (27636) 131218

LEICESTERSHIRE

HAMILTON SCHOOL
Keyham Lane West, Leicester
Comprehensive 11 - 16
Roll 1116

HEAD OF DESIGN
(re-advertisement)
Scale 3/4

Required January, a suitably qualified and experienced teacher to organise the G.C.E. 'O' level, C.S.E. and non-examination courses in this comprehensive school (the retired holder had a fine arts and graphics bias. Previous applicants need not re-apply.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (27597) 131218

Scale 2 Posts and above

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
HMC - Independent Day School
- 800 boys

Vacancy for Spring Term 1982.

See advertisement under Heads of Department. (27638) 131220

Scale 1 Posts

NORTH YORKSHIRE

COUNTY COUNCIL
SETTLE HIGH SCHOOL

REQUIRED: a Teacher of Art and Design up to 'A' level standard, on Scale 1, from 1 November 1981, or as soon as possible thereafter. Ability to teach 3-dimensional work an advantage.

The school is a 13 - 18 mixed comprehensive of about 650 students serving a rural area.

Further details and application forms from the Headmaster, High School, Settle, North Yorkshire BD24 0AU (sae). (30302) 131222

Careers

Heads of Department

NEWHAM

LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Head Teacher: Mr. S.J. Bare
Number on roll: 1300 mixed
HEAD OF CAREERS GUIDANCE AND CO-ORDINATOR OF IN-SCHOOL EVALUATION
Scale 3

Required: January 1982. A Head of Careers and Co-ordinator of all in-school assessment records in this well-established mixed 11 - 18 multi-racial comprehensive school. Candidates should be qualified teachers with experience of careers education. Candidates with proven ability will have opportunity and scope to build the career guidance concept across the curriculum by working with senior staff in the school and with the Careers Service.

Preliminary visits welcome. 01-478 8024.

London Allowance: £759 plus Social Priority Allowance.

Application forms (s.a.e. please) available from The Head Teacher/Director of Education to whom completed forms should be returned by 6th October.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (25300) 131418

Classics

Scale 2 Posts and above

HERTFORDSHIRE

CHRIST'S HOSPITAL GIRLS' SCHOOL
Fore Street, Hertford, Herts.

Classics graduate required in January, 1982 to teach Latin and Greek and have responsibility for the subjects up to University Scholarship standard. Cambridge Latin course in use. Salary according to experience Burnham Scale 2 or 3.

Apply to the Headmistress, with curriculum vitae and the names, addresses and telephone numbers of two referees. (30033) 131620

Commercial Subjects

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
(Roll 1047)
Dagenham Road, Dagenham, Essex.

Required for January 1982 - COMMERCE - A teacher of typing. Three days per week. Scale 1.

Reimbursement of removal expenses in approved cases.

Application forms available from the Headteacher, returnable by 1st October 1981. (27996) 131822

DEVON

Please see displayed advertisement on page......... (27952) 131822

ESSEX

KING HAROLD COMPREHENSIVE SCHOOL
Broomstick Hall Road, Waltham Abbey
Tel: Lea Valley 714800/714818
(Roll 1320)

COMMERCIAL SUBJECTS Scale 1, London Fringe Allowance

Required January, enterprising and well qualified Teacher. Very successful department offering Typewriting, Office Practice, Commerce and Social Economics. Possibility of Scale 2.

Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (28009) 131822

HAMPSHIRE

THE WILDERN SCHOOL
Hedge End, Nr. Southampton.
11 - 16 Comp. Mixed 1620 on roll

Teacher/inspector of Office Skills. Typing, Shorthand and Office Practice to examination levels.

Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head. (25351) 131822

HOUNSLOW

(LONDON BOROUGH OF HOUNSLOW)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN.
HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow TW3 1NE.
Mixed Comprehensive 1470 Pupils ages 11 - 19 (Sixth Form - 200 Pupils).
Head Teacher: Mr. J.E. White.

REQUIRED FOR SEPTEMBER 1981 a teacher of Commerce (Typing, Shorthand, Office Practice, Secretarial Studies). Scale 1. For one year in the first instance.

This Department is responsible for a range of courses for 4th, 5th and 6th Year pupils, leading to public examinations.

The school has excellent reprographic facilities and accommodation consists of two well-equipped Commerce rooms, plus a model office/6th Form area.

All staff are invited to assist in the operation of a well-established vertical tutorial system.

LONDON ALLOWANCE: £498 PAYABLE. CLOSING DATE: 25 SEPTEMBER 1981.

Letters of application in the first instance to the Head Teacher, from whom further details can be obtained, giving full details of experience, interests and qualifications, and the names and addresses of two referees (stamped, addressed foolscap envelope please).

J COOPER MA BSc Director of Education. (30398) 131822

Computer Studies

Heads of Department

SUFFOLK

STOKE HIGH SCHOOL
Maidenhall Approach, IPSWICH IP2 8PL
(11 - 16 mixed comprehensive, roll 925)

HEAD OF COMPUTER EDUCATION, SCALE 4, required January 1982.

Forms and further details available from Headteacher at school (s.a.e please) to whom they should be returned. (28020) 132018

Economics

Scale 2 Posts and above

WIGAN

METROPOLITAN BOROUGH OF

TYLDESLEY FRED LONGWORTH HIGH SCHOOL
Printshop Lane, Tyldesley, M29 8JN.

(11 - 16 Mixed Comprehensive)

Required for January, 1982, ECONOMICS with Geography as second subject (Scale 2).

Application forms and further particulars available from and returnable to the Headteacher at the School (S.A.E. please). Closing date 2nd October, 1981. Ref A38. (27981) 132220

Scale 1 Posts

AVON

BEECHEN CLIFF SCHOOL
Alexandra Park, Bath, BA2 4RE
(11 - 18 Boys' Comprehensive, 1300 on roll, 250 in the Sixth Form)

Applications are invited for a Scale 1 post to teach ECONOMICS to Advanced and Ordinary level, with some Games.

Letters of application should be sent to the Headmaster enclosing a curriculum vitae and the names of two referees. Closing date is October 2nd. (30103) 132222

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL
MENZIES HIGH SCHOOL
(11 - 18 comprehensive)

Required as soon as possible: ECONOMICS - Scale 1.

Graduate required to teach to 'A' level, together with Geography and other subjects. Application forms and further details available from and returnable immediately to Head Teacher, Clarkes Lane, West Bromwich, West Midlands.

Sandwell council is an equal opportunity employer and vacancies are open to both sexes. All races and to registered disabled people. Canvassing of members of the authority will disqualify. (25356) 132222

English

Heads of Department

AVON

BEECHEN CLIFF SCHOOL
Alexandra Park, Bath, BA2 4RE
(11 - 18 Boys' Comprehensive: 1300 on roll, 250 in the Sixth Form)

Applications are invited for the post of HEAD OF ENGLISH, Scale 4. Candidates should be able to teach the subject to all ages and ability levels within the school and to organize and direct a department of 10 staff.

Please apply by letter to the Headmaster, enclosing curriculum vitae and quoting two referees by 2nd October. (30102) 132418

BRISTOL

ST. MARY REDCLIFFE AND TEMPLE V.A. SCHOOL
Somerset Square, Bristol BS1 6RT

Required for January 1982: Head of English. Scale 4. Practising C of E. communicant preferred.

Further details from Headmaster on receipt of s.a.e. (28059) 132418

BEDFORDSHIRE

NORTHERN AREA
STRATTON UPPER SCHOOL
Eagle Farm Road, Biggleswade, Beds.
Telephone: Biggleswade 312745
Headmaster: G. Suggitt

Required for January 1982, a well qualified and experienced Honours Graduate in English to be head of a strong and experienced English Department. Scale 4.

The English Department has eight specialist teachers and its own suite of rooms.

Application forms and further details from the Headmaster. (27986) 132418

CROYDON

LONDON BOROUGH OF CROYDON
ASHBURTON HIGH
Shirley Road, Croydon CR9 7AL.
Telephone: 01-656 0222/5
Tenable: 1st January 1982.

Head of English Department. This post involves the deployment of a large number of staff and many resources. The successful candidate will fill a key role within the structure of the school and will be given every opportunity to develop his or her educational ideas, which should be clearly stated on the application form.

Salary - Burnham Scale 4. With London Area Allowance.

Please send S A E for application form from and returnable to the Head Teacher at the above address as soon as possible. (28038) 132418

CROYDON

LONDON BOROUGH OF CROYDON

FAIRCHILDES HIGH
Fairchildes Avenue, New Addington, Croydon, CR9 0AA

Telephone: Lodge Hill 42545/6
Tenable: 1 January 1982

Head of Languages Faculty required for this 11 - 16 mixed comprehensive. An enthusiastic teacher with experience in English and French to assume responsibility for both G.C.E. and C.S.E. are taught (with Mode 3 courses in both areas).

Further details obtained from the Headmaster at the School. It is intended to interview in late September.

Salary - Burnham Scale 4 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (27817) 132418

CUMBRIA

COUNTY COUNCIL
LILLYHALL SCHOOL
Distington, Workington.
(mixed, Comprehensive, 11 - 16 years - 370 on roll)

Required for January 1982, an experienced and well-qualified Teacher as Head of English to be responsible for the organising and teaching of English throughout the School up to CSE and GCE 'O' level. Scale 3.

Application forms available from and returnable to the Head within 2 weeks of this advertisement. (27854) 132418

DUDLEY

METROPOLITAN BOROUGH
THE HILLCREST SCHOOL & COMMUNITY COLLEGE
Simms Lane, Netherton, Dudley, West Midlands
(12 - 16 co-ed. comp. 800 on roll)

For January or earlier, HEAD OF ENGLISH DEPARTMENT (Scale 3) to lead team of 8 full/part-time teachers. (Re-advertisement - previous applicants will be considered).

Application forms/details (foolscap SAE) from Principal. (27794) 132418

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated —
Closing date for receipt of application is 2nd October, 1981.
In respect of posts of Second Master/Mistress in all schools, and other posts in primary, middle and special schools, forms are available from and should be returned to the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.
For other posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

PRIMARY SCHOOLS
SCALE 1 POST

N.W.964 WESTFIELD JUNIOR (MALADJUSTED UNIT) SCHOOL (No. on roll: 14: 7-11 years)
New Road, Yeadon, Leeds, LS19 7HW
Telephone: 503395
Head Teacher: Mr. J. Illingworth
Required for January, 1982: teacher to assist the teacher-in-charge of the above Unit, attached to Yeadon Westfield Junior School, to provide a secure and caring environment for children with emotional, behavioural and learning difficulties. Special Schools Allowance payable.

MIDDLE SCHOOLS
SCALE 1 POSTS

N.E.965 BRAIM WOOD MIDDLE SCHOOL (No. on roll: 640: 9-13 years)
Wetherby Road, Leeds, LS8 2LQ
Telephone: 655418
Head Teacher: Mrs. J. Rowe
Required for November, 1981: teacher of Music with some Mathematics and English throughout the age range; ability to play piano essential.

HIGH/SECONDARY SCHOOLS
SECOND MASTER/MISTRESS (Group 11)

S.967 MATTHEW MURRAY HIGH SCHOOL (No. on roll: 1,005: 13-18 years)
Brown Lane, Holbeck, Leeds, LS11 0DJ
Telephone: 713031
Head Teacher: Mr. B. A. Dowson, B.Sc., Ph.D.
Required for January, 1982: SECOND MASTER/MISTRESS (Group 11). For further details apply Director of Education.

S.968 WOODKIRK HIGH SCHOOL (No. on roll: 1,150: 11-18 years)
Rein Road, Tingley, Nr. Wakefield WF3 1JQ
Telephone: 533930
Head Teacher: Mr. M. N. Tarpey, B.A., M.Ed.
Required for January, 1982, if possible: well-qualified and experienced teacher to be SECOND MASTER/MISTRESS in this rapidly growing and evolving school. The post involves membership of the senior management team. Please contact the school for full job specification and further details. Candidates who have previously applied need not reapply as they are still under active consideration.

SCALE 3 POST

W.969 ST. MICHAEL'S COLLEGE (R.C. AIDED) (No. on roll: 730 (Boys): 13-18 years)
St. John's Road, Leeds, LS3 1EY
Telephone: 452336
Acting Head Teacher: Mr. M. L. Rutherford
Required for January, 1982: HEAD OF R.E. DEPARTMENT. An enthusiastic and dedicated teacher to lead a team of two other specialists in R.E. and several other members of staff who devote some of their timetable to the subject. An experienced teacher with high ideals and ability to organise required. Applications by letter to the Clerk to the Governors, c/o the School. Previous applicants should indicate their continuing interest.

SCALE 2 POSTS

W.970 PUDSEY GRANGEFIELD SCHOOL (No. on roll: 1,150 (mixed): 11-18 years)
Richardshaw Lane, Pudsey, LS28 7ND
Telephone: 562619/570278
Head Teacher: Miss M. Cooke, B.A.
Required for January, 1982: well-qualified and experienced teacher to be in charge of RURAL SCIENCE in Years 4 and 5. The successful candidate will be expected to teach lower school Biology and First Year General Science. Further details from Head Teacher.

W.971 WEST LEEDS BOYS' HIGH SCHOOL (No. on roll: 560: 13-18 years)
Whingate, Leeds, LS12 3QS
Telephone: 639047
Head Teacher: Mr. F. Hill, B.Sc.
Required for January, 1982: teacher of BIOLOGY to 16+ and 'A' level. Further details and application forms available from the Head Teacher.

SCALE 1 POST

W.972 HARRINGTON HIGH SCHOOL (No. on roll: 340: 13-18 years)
Chapel Lane, Farnley, Leeds, LS12 5EU
Telephone: 630741
Head Teacher: Mr. A. Gillanders, T.D.
Required as soon as possible: teacher of GENERAL SCIENCE or ENGLISH to 'O' level.

TES13/00/00

County of Cleveland

SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools. All posts are for January, 1982.

11-16 SCHOOL

SCALE 3 HOME ECONOMICS (Re-advertisement)
Sheraton School (Roll 770)
Ketton Road, Stockton, Cleveland TS19 8BU. (Tel: Stockton 616221).

SCALE 2 HOME ECONOMICS (Re-advertisement)
The Dene School (Roll 894)
Baysdale Road, Thornaby, Cleveland TS17 9DF. (Tel: Stockton 614141. To be second in the department.

SCALE 2 HOME ECONOMICS (Re-advertisement)
Bertram Ramsey School (Roll 943)
Marton Road, Middlesbrough, Cleveland TS4 3RX. (Tel: Middlesbrough 317284).

A teacher for Home Economics with an interest in child development and/or clothing and textiles.

Financial assistance with household removal expenses is available in approved cases.

Application forms and further details are obtainable from the Head Teachers at the addresses show above.
Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees.
Completed application forms and letters of application should be submitted direct to the Head Teachers by not later than Friday, 2nd October, 1981.

TES13/00/00

Lancashire County Council

Unless otherwise stated the following posts are required for 1st January 1982.
Closing date: 28th September 1981.

Secondary Schools

Forms/further details from and returnable to the Headteacher at the school. SAE please.

KIRKHAM CAR HILL HIGH
Royal Avenue, Kirkham, Preston (Roll 1370)
SCALE 3 — SECOND IN MODERN LANGUAGE DEPARTMENT. RESP. FOR FRENCH 'O' & 'A' LEVEL EXPERIENCE DESIRABLE

LYTHAM ST. ANNES COUNTY HIGH
Worsley Road, Ansdell, Lytham St. Annes (Roll 1412)
1st January, 1982 or earlier if possible.
SCALE 3 — COMPUTER STUDIES TO DEVELOP THE SUBJECT TO 'A' LEVEL

LANCASTER SKERTON COUNTY SECONDARY
Owen Road, Lancaster (Roll 780; 11-16 Mixed)
SCALE 2 — ENGLISH TO TAKE CHARGE OF LIBRARY, RESPONSIBILITY FOR DRAMA AND ASSIST IN ORGANISATION OF DEPARTMENT

POULTON-LE-FYLDE HODGSON HIGH
Moorland Road, Poulton-le-Fylde (Roll 1068)
SCALE 2 — MATHEMATICS

BLACKPOOL COLLEGIATE HIGH
Blackpool Old Road, Highfurlong, Blackpool
11-18, 1285 11-16 635 Sixth Form
SCALE 2 — HOME ECONOMICS, TO TEACH THROUGHOUT THE SCHOOL

ROSSENDALE ALL SAINTS R.C. HIGH
Haslingden Road, Rawtenstall, Rossendale (Roll 660)
SCALE 2 — HEAD OF GEOGRAPHY

LANCASHIRE SKERTON COUNTY SECONDARY
Owen Road, Lancaster (Roll 780, 11-16 Mixed)
SCALE 1 — HOME ECONOMICS INCLUDING CHILD CARE

BLACKPOOL COLLEGIATE HIGH
Blackpool Old Road, Highfurlong, Blackpool
(11-18, 1285 11-16, 635 Sixth Form)
SCALE 1 — HOME ECONOMICS THROUGHOUT THE SCHOOL

WALTON-LE-DALE LOSTOCK HALL COUNTY HIGH
Todd Lane North, Lostock Hall, Preston (Roll 852)
As soon as possible.
SCALE 1 — LOWER SCHOOL CRAFT, INCLUDING METALWORK, WOODWORK, PLASTICS, ETC. EXAMINATION WORK CAN BE MADE AVAILABLE IN EITHER WOODWORK OR METALWORK.

Re-Advertisement
ORMSKIRK GRAMMAR
Ruff Lane, Ormskirk (Roll 1072)
SCALE 1 — BIOLOGY

Re-Advertisement
BURNLEY IVY BANK HIGH
Byron Street, Burnley (Roll 1001 Co-educational 11-16)
As soon as possible.
SCALE 1 — MATHEMATICS.

BURNLEY TOWNELEY HIGH
Towneley Holmes, Burnley (Roll 1100 Co-educational 11-16)
SCALE 1 — MATHEMATICS

TES13/00/00

SECONDARY ENGLISH
continued

BROMLEY

LONDON BOROUGH OF BROMLEY
LANGLEY PARK SCHOOL FOR GIRLS
South Eden Park Road, Beckenham, Kent BR3 3BE

8 f.e., all ability school with 550 in joint, mixed Sixth Form

Head of English Department - Scale 4, required for January, 1982. A well qualified and experienced graduate is required, to lead a Department of 8, able to teach to 'A' and 'S' level and Oxbridge Entrance. The Department makes use of Mode 3 'O' level English Literature course and the joint 16+ examination.

Further details of the post are available from the school (s.a.e. please).

Application, including full c.v. and the names and addresses of two referees should reach the Headmistress by 30th September, 1981. (27654) 132418

ESSEX

THOMAS LORD AUDLEY SCHOOL
Monkwick Avenue, Colchester, CO2 8NN
Tel: Colchester 47911
(Roll 1680)

HEAD OF ENGLISH Scale 4
January 1982. Required to teach English throughout the school to 'A' level. Previous applicants please re-apply.

Application forms from Headteacher (foolscap s.a.e. please).

THE PARK SCHOOL
Rawreth Lane, Rayleigh
Tel: Rayleigh 781322
(Roll 1200 mixed, 11 - 16)
HEAD OF ENGLISH Scale 4

Excellent facilities - library resource centre, lecture theatres, carrells - encourages resource based techniques of learning. Language of special interest.

Application letter should include complete and relevant facts and details of two referees, reaching the Headmaster by 5th October, 1981. (28001) 132418

GLOUCESTERSHIRE

MANOR SCHOOL
Eastcombe, Stroud, Mxd 650

Required for January 1982 Head of English (Scale III) to lead a team teaching the subject to C.S.E., 'O' and 'A' level.

Applications by letter with curriculum vitae, and naming two referees (s.a.e.) to the Headmaster as soon as possible. (25316) 132418

HARINGEY

(BOROUGH OF HARINGEY)
THE SOMERSET SCHOOL
White Hart Lane, Tottenham, N17 8HL.
Voluntary Controlled Boys' Comprehensive School.

Required for January 1982. HEAD OF ENGLISH DEPARTMENT, SCALE 3 or 4 for suitable applicant.

The person required must be someone with sound experience of urban comprehensive teaching who has the energy and imagination to suit course work to the needs of a multi-ethnic school. There must be a firm commitment to mixed ability teaching with a view to carrying this through to parallel 'O' Level and C.S.E. examinations.

Application forms and further details available from the School (s.a.e.) CLOSING DATE FRIDAY 2 OCTOBER 1981.

London Allowance (£759) payable.

Removal Expenses - 100% allowed in approved cases. (27863) 132418

HILLINGDON

LONDON BOROUGH OF HILLINGDON

ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon, Uxbridge, Middx. UB10 0EX.

(number on roll - 885, 184 in Sixth Form)

Required for January 1982, Head of English, Scale 4 at this boys' comprehensive school which shares Sixth-Form facilities with a girls' school on the same site.

There are highly successful courses established at G.C.E. 'A' and 'O' as at C.S.E. levels and a thriving drama department.

The department is widely experienced and well equipped. There are two libraries with assistants, a drama studio and a separate suite of rooms for the department.

Application forms are available from and returnable to the Headmaster at the school. SAE appreciated. Closing date: 30th September, 1981.

London Allowance Payable. (25536) 132418

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION

SENACRE HIGH SCHOOL
Sutton Road, Maidstone

Required January 1982 an enthusiastic, well qualified and experienced Head of English, Scale 4, to lead a team of specialists in a keen, well organised and motivated English Department. This is a High School with a fully comprehensive intake for the first two years. There are established CSE and GCE 'O' level courses in operation. An interest in language development would be an advantage.

Application by letter, giving full curriculum vitae and names and addresses of two referees to the Headmistress, from whom further particulars can be obtained (s.a.e.). (27917) 132418

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE

Application forms for the following HIGH SCHOOL appointment are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement.

SEATON BURN HIGH SCHOOL, Bealing Lane, Seaton Burn, Newcastle upon Tyne, NE13 6HB. Headteacher: Mr. R. White, B.A. Required for 1st January, 1982. Scale 4, HEAD OF ENGLISH (for the recently built 13 - 18 High School, approximately 710 on roll) with excellent facilities.

Courses are run in English Language to C.S.E. and G.C.E. 'O' level, English Literature to C.S.E., G.C.E. 'O' and 'A' levels and Drama to C.S.E. and G.C.E. 'O' levels. Commitment to the full education of the whole ability range is [illegible] [illegible] (27900) 132418

NORTHAMPTONSHIRE

NORTHAMPTON EMMANUEL CHURCH MIDDLE SCHOOL
Billing Brook Road,
Northampton NN3 4NH

HEAD OF ENGLISH (Scale 3) required for January 1982. This is an Aided School situated in the New Town Development Area.

Further details and application form available from the Headmaster (s.a.e. please). (27806) 132418

Scale 2 Posts and above

COVENTRY

CITY OF COVENTRY
SIDNEY STRINGER SCHOOL AND COMMUNITY COLLEGE
Cox Street CV1 5NL
(Social Priority School) (1260 on roll)

Required for January 1982 :- FACULTY OF ENGLISH STUDIES AND SKILLS, CO-ORDINATOR OF ENGLISH Scale 3.

A qualified and experienced teacher to act as Second in the English Department within the Faculty which incorporates English as a second language with a parallel co-ordinator. The Faculty is responsible for teaching of humanities in Lower School and specialist English in Upper School and the Community. Further details from the School.

Canvassing disqualifies.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher of the School by 28 September 1981. (25377) 132420

DERBYSHIRE

EDUCATION COMMITTEE

BEMROSE SCHOOL
Uttoxeter Road, Derby.

1250 Pupils, 11 - 18 years, mixed comprehensive.

Required for January 1981, Teacher of English (Scale 2), with responsibility for continuous assessment for the public examinations.

Reply immediately with names of two referees to the Headmaster from whom further information may be obtained. Please enclose stamp but no envelope. (27757) 132420

HAMPSHIRE

SOUTH EAST AREA
PURBROOK PARK SCHOOL
Park Avenue, Purbrook, Portsmouth PO7 5DS.
(12 - 18 mixed comprehensive - 900 on roll).

Required for January 1982, ENGLISH teacher to act as second in the Department - Scale 3 (Readvertisement).

Apply by letter to the Headteacher, enclosing curriculum vitae and s.a.e. for details and application form. (27626) 132420

HAMPSHIRE

ST. GEORGE CATHOLIC SCHOOL
Leaside Way, Southampton SO2 3DQ.
(11 - 16 Boys Comprehensive: NOR 520).

Required for January Scale 2 - Enthusiastic and committed English Graduate to teach subject up to and including CSE/GCE 'O' Level. Interest in Drama and strong willingness to assist with games an advantage.

Apply by letter with s.a.e. to Head with curriculum vitae and names of two educational referees by 25th September. (27957) 132420

HARINGEY

BOROUGH OF HARINGEY
THE SOMERSET SCHOOL
White Hart Lane, Tottenham, N17 8HL
Voluntary Controlled Boys Comprehensive School

A Specialist is required for January 1982 to teach ENGLISH.

For further information see Under Secondary Appointments, Speech & Drama, Scale 2 posts. (27834) 132420

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
ENGLISH TEACHER SCALE 3
WOLFRETON SCHOOL
South Ella Way, Kirkella, Hull, HU10 7LU

Required for January 1982 an experienced graduate to be second in the English department. The teacher appointed will share in the policy making for the whole department, take charge of the organisation of 16+ teaching, and be responsible for the day to day administration in the Upper School. Wolfreton is a Comprehensive school for 2200 boys and girls serving the pleasant residential areas of Anlaby, Kirkella and Willerby.

Application forms and other details are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by 28th September, 1981. (28081) 132420

KENT

COUNCIL COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION

THE CORNWALLIS SCHOOL
Linton, Nr Maidstone

1630 mixed

11 - 17 High School serving rural area south of Maidstone
Comprehensive intake with some transfers to Upper Schools at 13+
Courses to CSE and 0 level

Required January 1982 - Teacher of English with particular interest in Drama - Scale 2.

Applications to Headmaster with C.V. and names and addresses of two referees. (27915) 132420

NORFOLK

ST. CLEMENT'S HIGH SCHOOL
Terrington St. Clement, King's Lynn

600 pupils 11 - 16 years.

Scale 2 English

Required January 1982 to teach subject throughout the school. Ability to offer History or Classical Studies an advantage.

Apply by letter giving curriculum vitae and the names of two referees to the Headmistress. For further details send s.a.e. Removal expenses paid within Authority's scheme. (27606) 132420

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, IG2 7BT.

Telephone: 01-554 8935

Head: Miss M. B. Evans, M.A.

Required from January 82 or earlier: an experienced English graduate to share the teaching in this mixed 7 FE 11 - 18 comprehensive school with 130 in the Sixth Form. The successful application will be responsible for the CSE course, assistance with library organisation, and will share in Sixth Form teaching. The post is on Scale 2 with Outer London Allowance of £498.

Forms and details are available from the Head at the school, to whom completed applications are returnable by 1.10.81. (27745) 132420

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

CHURCHFIELDS HIGH SCHOOL
(11 - 18 Comprehensive)

Required for January 1982: SECOND IN ENGLISH DEPARTMENT - Scale 3.

Experienced graduate teacher required to exercise key responsibilities in large department.

Applications forms and further details available from and returnable immediately to Head Teacher, Church Vale, West Bromwich, West Midlands.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (25339) 132420

WARWICKSHIRE

ATHERSTONE SCHOOL
Long Street, Atherstone, CV9 1AE.
(12 - 18 comprehensive 1100 on roll)

Required January 1982, Head of Library/Resources and teacher of English, Scale 3. Person appointed will be energetic, imaginative, efficient and committed to individual learning: he/she should be prepared to spend 3 or 4 years establishing a Library/Resources Centre in the School.

Apply by letter to Head at the School giving names and addresses of 2 referees.

Further details available by enclosing SAE or telephoning Atherstone 2263. *Closing date* 30th September 1981. (30417) 132420

Scale 1 Posts

AVON COUNTY

CHIPPING SODBURY SCHOOL
Bowling Road, Chipping Sodbury, Nr. Bristol.
Roll: 1015. Mixed Comprehensive 11 - 18.

Required for January an enthusiastic and well qualified teacher of English (Scale 1) to teach throughout the age and ability range up to 'A' level. This is an important post in a key area of the curriculum and the person appointed will be expected to play a full part in the development of language skills in the school.

Further details of the school and post are available from the Headmaster (enclose S.A.E. foolscap) to whom applications and curriculum vitae should be sent giving names of two referees.

Closing date of applications 25th September. (30312) 132422

BRENT

LONDON BOROUGH OF BRENT
JOHN KELLY GIRLS' HIGH SCHOOL
Crest Road, NW2 7SN
(Roll 850, 11 - 18, Social Priority School)

Required as soon as possible - ENGLISH TEACHER with some FRENCH (Scale 1). Applications are invited from teachers qualified to teach both subjects to 'O'/CSE level. The successful candidate will be expected to work hard to uphold the high standards of work and behaviour already existing in the school.

London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing sae for reply. (25236) 132422

CAMBRIDGESHIRE

CAMBRIDGE AREA
THE NETHERHALL SCHOOL

Required from January (or earlier) a temporary, full time teacher of ENGLISH for two terms in this co-educational, comprehensive school of 1480 pupils (200 in the Sixth Form). Ability to teach throughout the school at all levels at least up to 'O' level essential.

Apply by letter to the Headmaster at the school in Queen Edith's Way, Cambridge, CB1 4NN, giving full curriculum vitae and names and addresses of two referees.

Further details available. (30435) 132422

DERBYSHIRE

EDWIN SWALE SCHOOL
Old Whittington, Chesterfield, S41 9LG

N.O.R. 640
11 - 16 Mixed Comprehensive.

For January, 1982, Teacher of English to external examination at 'O' level and C.S.E. Possibility of Scale 2 for experienced and well qualified candidate.

Letters of application, with curriculum vitae and details of two referees, to the Headmaster. (S.A.E.) (27801) 132422

LONDON

LATYMER UPPER SCHOOL
Hammersmith, London, W6 9LR
(Direct Grant going independent, HMC, 1100 boys)

Wanted for January a Graduate to teach English up to GCE Ordinary Advanced and University and Scholarship Levels. Salary Burnham plus London Allowance on scale appropriate to experience. Bachelor accommodation might be available during term-time.

Application, together with full curriculum vitae and the names of two referees to The Headmaster, Latymer Upper School, King Street, London, W6 9LR. (27949) 132422

DERBYSHIRE

GRANVILLE SCHOOL
Burton Road, Woodville,
Burton-on-Trent, DE11 7JR

Headmaster: Dr. R.B. Chater B.Sc.

English teacher Scale 1 required from January 1982. The person appointed will join a successful and enthusiastic team to teach throughout the age and ability range. The department is housed in a compact modern suite of rooms.

Granville is a well structured 11 - 16 mixed comprehensive school with a steady intake of 6 forms.

Application forms and further particulars are available from the School (S.A.E. please). (27662) 132422

DEVON

Please see displayed advertisement on page 53. (27951) 132422

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
ST. MICHAEL'S R.C. BOYS' SCHOOL
Sandown Road, Stevenage, Herts.
Tel. No. (0438) 2981.
Roll 600.

Teacher of English (Scale 1) required for January 1982. It will be necessary for the successful applicant to be able to offer a subsidiary teaching subject.

The School is an 11 - 18 all-ability school serving the Roman Catholic community of Stevenage and North Hertfordshire.

Application forms obtainable from the school should be returned to the Headmaster by Friday, 2nd October. (27883) 132422

NORFOLK

KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn.

The School has 1060 pupils on roll, 160 mixed sixth form. Years 1, 2, 3, all-ability mixed. Years 4 and 5 boys selective.

Required January 1982 Teacher of English Scale 2 post available for suitably experienced applicant.

To teach subject throughout the school to G.C.E. 'A' Level. Interest in theatricals and educational drama a strong recommendation.

Applications welcome from newly qualified and experienced teachers.

Apply within ten days of advertisement date, by letter, enclosing names of two referees and tabulated curriculum vitae, to the Headmaster from whom further particulars may be obtained, sae please. (28060) 132422

NORTH YORKSHIRE

COUNTY COUNCIL
SETTLE HIGH SCHOOL

Required from 1 January 1982: A Teacher of English (Language and Literature) Scale 1, to work to GCE 'A' level standard. The school is a 13 - 18 mixed comprehensive of about 650 students serving a rural area.

Further details and application forms from the Headmaster, High School, Settle, North Yorkshire BD24 0AU (sae). (30305) 132422

NORTH YORKSHIRE

COUNTY COUNCIL
EASINGWOLD SCHOOL
(11 - 18 mixed comprehensive)

Required for January 1982. A full-time teacher of ENGLISH (Scale 1)

Please send S.A.E. within ten days of appearance of this advertisement to the Headmaster, Easingwold School, Easingwold, North Yorkshire YO6 3EF, for particulars of post and application form. (30300) 132422

NORTHAMPTONSHIRE

WELLINGBOROUGH
WESTFIELD SCHOOL
Brickhill Road, Wellingborough, Northants NN8 3JS

ENGLISH SCALE 1

Required for January 1982 a well qualified and enthusiastic graduate, to teach ENGLISH to C.S.E. 'O' and 'A' level in this 11 - 18 boys' comprehensive school with 820 pupils on roll.

For further details and application forms, please send a S.A.E. (foolscap) to the Headmaster as soon as possible. (27805) 132422

SOUTH GLAMORGAN

UNITED WORLD COLLEGE OF THE ATLANTIC

Assistant teacher required - see display item in Sixth Form & Tertiary College Section. (30269) 132422

SUFFOLK

NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich IP3 9PZ
(11 - 16 mixed comprehensive, Roll 1270)

Scale 2. Teacher to take charge of the development of libraries as part of a resources service, and should be an experienced teacher of English and/or History/Social Studies required January 1982.

Forms and further details available from Headteacher at school (s.a.e please) to whom they should be returned. (28018) 132422

WEST SUSSEX

FELPHAM COMPREHENSIVE SCHOOL
Felpham Way, Felpham, Bognor Regis, PO21 5LH
(Group 11, 1195 on roll)

Required January 1982, Teacher of English able to teach across the age and ability range including sixth form.

Form and details from Headmaster on receipt of foolscap s.a.e. (30275) 132422

Geography

Heads of Department

DERBYSHIRE

RIPLEY MILL HILL SCHOOL
Peasehill, Ripley
N.O.R. 1050

HEAD OF GEOGRAPHY DEPARTMENT SCALE 3

Required January 1982 for this 11 - 18 co-educational comprehensive school. Candidates must be able to teach Geography to G.C.E. Advanced level.

Application forms and further particulars are available from the Headteacher (please enclose s.a.e.).

Forms should be returned within two weeks of the date of this advertisement. (27798) 132618

HARINGEY

LONDON BOROUGH OF HARINGEY
NORTHUMBERLAND PARK MIXED COMPREHENSIVE SCHOOL
Trulock Road, Tottenham, N17 0PG
Telephone number 01-801 0091.
Roll 1100

Required for January 1982: HEAD OF GEOGRAPHY. SALARY SCALE 3 or 3 depending upon qualifications and experience.

Additional Allowance payable: London £759; Social Priority £201/£276.

Northumberland Park School is a thriving purpose-built Community School with fine facilities, where general standards and a carefully structured pastoral system enjoy a high priority. The successful candidate will join an energetic and committed staff.

An enthusiastic, suitably qualified teacher of Geography and Humanities is required to join a well-established department within the Humanities Faculty. The department contributes to an Integrated Humanities Course in Years 1 to 3, where teaching is in mixed ability groups. Geography is a well-established department within the Faculty. Experience with Geography for the young school leaver (GYSL) and in teaching examination candidates is essential.

Removal expenses - 100% allowed in approved cases.

Application by letter to the Headmaster as soon as possible. (28110) 132618

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

DARTMOUTH HIGH SCHOOL
(11 - 18 Comprehensive)

Required for January 1982: HEAD OF GEOGRAPHY - Scale 3.

Large successful Department, runs courses to CSE, 'O' and 'A' level and Oxbridge entrance, as well as courses in environmental studies and geology.

Application forms and further details available from and returnable to Head Teacher, Wilderness Lane, Great Barr, Birmingham. Closing date 5th October 1981.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people. Canvassing of members of the authority will disqualify. (25340) 132618

HILLINGDON

LONDON BOROUGH OF
HILLINGDON

BARNHILL SCHOOL
Barnhill Lane, Hayes, Middx. UB4 8HD.

(number on roll - 854, 71 in Sixth Form).

Required for January 1982 a well qualified teacher to be Head of Geography Department (Scale 3). Pupils study for the Schools' Council Bristol Project 'O' level examination or an equivalent Mode 3 C.S.E. In the Sixth Form the new London 'A' level syllabus is followed. Fieldwork is an integral part of the syllabus throughout the school.

It is hoped to appoint a person who is committed to and enthusiastic for the 'New Geography' and who is able to give sound leadership to this lively and successful department.

Application forms from and returnable to the Headmaster at the school. Closing date: 30th September 1981.

London Allowance Payable. (25527) 132618

Scale 2 Posts and above

BROMLEY

LONDON BOROUGH OF BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3LY

Required in September, 1981, well-qualified GEOGRAPHY graduate to join a successful department, teaching the subject up to University entrance level ('A', 'O' and C.S.E. examinations, with modern courses). New post. Excellent facilities and professional opportunities.

New, purpose-built, 11 - 18 year, 6 f.e. mixed, all ability school with a balanced intake. London Area Allowance payable. Further enquiries welcomed.

Apply by letter to the Headmaster, giving full details of qualifications, other interests and addresses of two educational referees as soon as possible. (27655) 132620

KENT

COUNTY COUNCIL
Education Department
Swale Division

HIGHSTED SCHOOL
Highsted Road, Sittingbourne

Required for January 1982, Graduate to join Social Studies Department. Scale 2 post with responsibility for Geography throughout the school to A and S level.

Further details from the Headteacher. S.A.E. please. (27918) 132620

Required in January 1982:

Yale Sixth Form College, Wrexham (600 Students)
Principal: Eifion Ellis, B.A.

VICE PRINCIPAL (Deputy Head Scale Group 11)

The person appointed will be an important member of the College's management team. Specific duties will be resolved by agreement after the appointment. The post will involve a substantial teaching commitment.

Application forms and *further particulars* may be obtained from the undersigned (Mold (0352) 2121, Exts. 829 & 828). Completed forms should be returned by October 5th.

Denbigh High School, Middle Lane, Denbigh (2813)
(11-18, 1,000 pupils)
Head: G. M. Bitcon, B.A.

1. HEAD OF RELIGIOUS EDUCATION DEPARTMENT SCALE 3

The department of three teachers of R.E. is also involved in the teaching of Social Studies, Humanities and 6th form General Studies. As a department, it possesses parity with the other humanities subjects and successfully enters pupils for C.S.E., O and A level examinations. The Head of Department would be expected to develop the teaching of the subject upon the sound basis recently established, to play a significant part in the evolution of the Humanities course, and to add to the team responsible for assembly arrangements.

2. MATHEMATICS SCALE 3

Experienced and well-qualified graduate to assume major responsibility for the teaching of Mathematics under the overall supervision of the Head of Mathematics and Computing, whose responsibility for the development of Computer Assisted Learning will reduce his involvement in the day-to-day running of this department.

The department has 7 teachers whose ability to guide pupils to external examination success is a very marked feature of the strength of Mathematics in the school.

FLINT HIGH SCHOOL, Maes Hyfryd, Flint (2268)
(11-18, 955 pupils)
Head: A. C. Roberts, B.Sc.

PHYSICS, SCALE 2

Well qualified graduate to be second in this department and to share in the teaching of the subject throughout the school, including work at 'A' level.

GRANGO SCHOOL, Rhos, Wrexham. Tel: Rhos 840082
(11-16 735 pupils years 1-4. The full roll by September 1982 is expected to be 820)
Head: Owen Hughes B.Sc.

HEAD OF RELIGIOUS EDUCATION DEPARTMENT — SCALE 3

Experienced teacher to be responsible for the development, organisation and teaching of Religious Education throughout the school up to O/CSE level.

A Departmental contribution to the compulsory World Studies course at 4th and 5th year level is also part of the responsibility. In addition the successful applicant will be required to take a full and active part in associated aspects of spiritual and moral education within the pupil guidance programme and general life of the school.

Application forms for the posts at Denbigh, Flint and Rhos may be obtained from the appropriate Head, to whom they should be returned by October 5th.

JOHN HOWARD DAVIES
Director of Education
Shire Hall, Mold. 9.9.81

TES13/00/00

CLWYD COUNTY COUNCIL

SECONDARY EDUCATION GEOGRAPHY

continued

SURREY

WILSON'S SCHOOL
Wallington, Surrey SM6 9JW
Required for January 1982

Required at this Voluntary Aided School for 750 boys in the London Borough of Sutton a master to teach Geography mainly at 'O', 'A' and 'S' levels. The successful candidate should be willing and competent to spend about 3 weeks during term time assisting with Fieldwork at the School's own Field Centre in Wales, and an interest in games would be very welcome. A post above Scale 1 may be available for a suitable applicant.

The School has been re-established since January 1975 in excellent new buildings on its own 22-acre site with all modern facilities.

The School has a selective intake of substantial ability and a VIth form of 150 all engaged on 'A' level work.

Applications with curriculum vitae should be sent to the Headmaster at the School, together with the names of two referees. (27760) 132620

Scale 1 Posts

DERBYSHIRE

GRANVILLE SCHOOL
Burton Road, Woodville,
Burton-on-Trent, DE11 7JH

Headmaster: Dr. R.B. Chater. B.Sc.

Geography teacher, Scale 1 required from January 1982. The person appointed would join a very successful and enthusiastic team to teach throughout the age and ability range.

Granville is a well structured 11 - 16 mixed comprehensive school with a steady intake of 6 forms.

Application forms and further particulars are available from the School (S.A.E. please). (27663) 132622

HARROGATE

North Yorkshire
QUEEN ETHELBURGA'S SCHOOL
Independent Boarding School of the Woodard Corporation. 200 girls aged 11 - 18

Required for January 1982 qualified Teacher for GEOGRAPHY to O and A Level and University Entrance. Good facilities and excellent record in this subject. The post could be resident for single Mistress, possibly leading to House Mistress appointment. Ability to help with A Level Economics would be an advantage.

Salary Burnham with Government Superannuation. Scale 2 available for suitable applicant.

Applications by letter with full personal details to the Headmaster, Queen Ethelburga's School, Harrogate, North Yorkshire, from whom further particulars may be obtained. (27777) 132622

CUMBRIA

COUNTY COUNCIL
NETHERALL SCHOOL
Maryport.
(Mixed Comprehensive 11 - 18 years, 1164 on roll).

Required for January 1982 a Teacher of Geography with Geology. The teacher appointed must be familiar with modern concepts in Geography and with quantative methods. Ability to teach 'O' and 'A' level Geography work and a responsibility for all 'A' level Geology. Scale 1.

Application forms from the Head at the school (s.a.e. please). (27857) 132622

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Tonbridge & Malling Division

HUGH CHRISTIE SCHOOL
Norwich Avenue, Tonbridge.
TN10 4QL

Required as soon as possible. Teacher to teach Geography throughout the school.

Apply to the Headmaster at the School. Tonbridge 353544. (27912) 132622

SUFFOLK

FARLINGAYE HIGH SCHOOL
Ransom Road, Woodbridge IP12 4JU
(13 - 18 mixed comprehensive, roll 742)

Scale 1 Teacher of Geography with the ability to teach to 'A' level and/or some Mathematics required January 1982.

Forms and further details available from Headteacher at school (s.a.e. please) to whom they should be returned. (28065) 132622

NORFOLK

Hewett School, Cecil Road, Norwich NR1 2PL
(No. on Roll: 1850 — Sixth Form 370)

Scale 4 Head of Humanities

Required for January 1982 experienced teacher with good qualifications in the Humanities, to co-ordinate the work of the History, Geography, Social Studies, Economics, Religious Education and Commerce Departments.

This key post offers unusual opportunities in established departments.

Application form and details from and replies to the Headmaster at the School.

TES1300/00

DORSET

HIGHCLIFFE COMPREHENSIVE SCHOOL
Parkside, Highcliffe, Christchurch
(Co-educational comprehensive 11 - 16 950 pupils)

Required January 1982: Teacher of Geography and Humanities, Scale 1.

Apply by letter to the Headmaster with curriculum vitae and the names and addresses of two referees. S.a.e. please for acknowledgement. (27850) 132622

History

Heads of Department

DORSET

QUEEN ELIZABETH'S SCHOOL
Wimbourne Minster
(Co-ed, comprehensive upper school 13 - 18 1380 students including 250 in Sixth Form

Required 1st January 1982, Head of History. Scale 3. Graduate with suitable experience to be responsible for the subject throughout the school.

Further details and application form available from Headmaster on receipt of s.a.e. (27849) 132818

GLOUCESTERSHIRE

ST PETER'S HIGH SCHOOL
Stroud Road, Gloucester

The Governors invite applications from experienced graduate teachers for the position of HEAD OF HISTORY DEPARTMENT (Scale 3) to take charge of organisation of the subject throughout the school (w.e.f. 1st January, 1982).

Letters of application with full curriculum vitae to Headmaster as soon as possible. (25317) 132818

HERTFORDSHIRE

SIR FREDERIC OSBORN SCHOOL
Herns Lane, Welwyn Garden City.

Head of History, Scale 3, required for January 1982. In this mixed all-ability school of 1100 pupils (170 in Sixth Form).

The Department is flourishing and innovative, with an outstanding record of examination success at all levels up to Oxbridge scholarships. The successful candidate will also have general oversight of the teaching programmes in related subjects.

Further details from the Headmaster at the school (SAE please). Written applications should be received within fourteen days of the appearance of this advertisement and should give full details of qualifications and experience and the names and addresses of two referees. (27882) 132818

Scale 1 Posts

DORSET

LYTCHETT MINSTER SCHOOL
Lytchett Minster, Near Poole

Required for January 1982, teacher (Scale 1) to teach History to pupils of all ages and abilities in this co-educational comprehensive school of 710 pupils.

Application forms and further details from the Headmaster. s.a.e. please. (27848) 132822

OXFORDSHIRE
COUNTY COUNCIL

BANBURY SCHOOL
Ruskin Road, Banbury, OX16 9HY

A well-qualified HISTORIAN (Scale 1) is sought for January 1982 to teach across the full range of age and ability, and to contribute to 16th and 17th Century work to university entrance.

Full particulars from the Principal, on receipt of a s.a.e. Letters of application should include qualifications and experience together with two names for reference. (25244) 132822

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford. IG2 7BT.

Telephone: 01-554 8935

Head: Miss M.B. Evans, M.A.

Required from January 82 or earlier if possible, a teacher of History and French in the Lower School of this 11 - 18 7FE mixed comprehensive school. The post is on Scale 1 with Outer London Allowance of £498.

Forms and further details are available from the Head at the School, to whom completed forms are returnable by 1.10.81. (27752) 132822

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

ST. MICHAEL'S C.E. HIGH SCHOOL
(11 - 16 Comprehensive)

Required for 12th October 1981 or as soon as possible thereafter: HISTORY - Scale 1.

Interest in Schools Council History Project useful. Further details available. Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Throne Road, Rowley Regis, Warley, West Midlands.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (25342) 132822

SUFFOLK

NACTON HEATH HIGH SCHOOL
(11 - 16 mixed comprehensive, roll 1270)
Nacton Road, Ipswich IP3 9PZ

SCALE 1 Teacher of History required January 1982. Well qualified teacher sought, Scale 2 post available for candidate able to take responsibility for the co-ordinatin of History and Geography teaching in the Lower School.

The person appointed will be required to teach Geography as a second subject

Forms and further details available from Headteacher at school (s.a.e. please) to whom they should be returned. (28064) 132822

Home Economics

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Tonbridge & Malling Division

WROTHAM SCHOOL
Borough Green Road, Wrotham,
Sevenoaks, Kent. TN15 7RD

HEAD OF HOME ECONOMICS DEPT. (Scale 3) required at Wrotham School for January 1982. We seek to appoint an energetic person who will be able to generate new ideas in what is already a flourishing department. The person appointed should be sympathetic to the teaching of Home Economics in its widest sense and should be familiar with current curriculum development in this subject while being concerned to retain traditional values.

Wrotham is a country school of some 630 pupils, with a strong tradition of care and discipline.

Application forms from the Head Teacher (s.a.e. please). (27922) 133018

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, London, SW19 7HB
Headteacher: Miss H.D. Whale, M.A.
Tel: 01-946 9208
Age Range: 13 - 18 years, girls
No. on Roll: 780, of whom 160 are in the 6th form

Head of NEEDLECRAFT Department required from the end of October 1981 in this fully comprehensive girls' school. The post will be vacant due to maternity leave, and is therefore TEMPORARY. Scale 2 or 3 depending on experience and range of interests.

All girls have lessons in the Needlecraft department during their first year at the school, and thereafter the subject is offered as an option for C.S.E., 'O' and 'A' levels. There is a flourishing club which runs in the lunch-hours, and the possibility of liaison with the Art department for teaching design and fabric.

London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.

Closing date: 2nd October, 1981. (27938) 133018

WARWICKSHIRE

ALDERMAN SMITH SCHOOL
Radnor Drive, Stockingford,
Nuneaton, CV10 7ND

(12 - 16 comprehensive, 960 on roll

Required January 1982, Head of Home Economics, Scale 3. The Department is well equipped and offers a full range of courses to G.C.E. 'O' level. Candidates should be able to offer proven success in public examinations and have the ability to lead a Departmental team. Also to teach and organise all aspects of the subject and be prepared to involve themselves in the community activities of the Department.

Application forms and further details available from the Head at the School (SAE please). (30416) 133018

WILTSHIRE

SALISBURY
ST EDMUND'S GIRLS' C.E. CONTROLLED SECONDARY MODERN SCHOOL
Laverstock
No. on roll: 740

Required for January 1982. A HEAD OF THE HOME ECONOMICS DEPARTMENT. The person appointed will be responsible for all aspects of HOME ECONOMICS and NEEDLECRAFT. The Department is well established and the successful applicant must be conversant with modern trends. An interest in pastoral responsibility would be an advantage.

Scale 3 post for suitable candidate.

Application forms, on receipt of a stamped addressed envelope, from the Acting Headmaster, Mr. A. P. Jarvis, at the School. (25510) 133018

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Maidstone Division

MAIDSTONE GIRLS' GRAMMAR SCHOOL
Great Buckland, Maidstone, Kent [illegible]

An academic Upper School, age range 13 - 18 (roll 880) 340 in 6th Form.

Required January 1982 Head of Home Economics Dept (Scale 3) to organise the subject throughout the school including the preparation of GCE O & A Level (London Board).

Applications to the Headmistress with C.V. and naming 2 professional referees. (27908) 133020

Scale 1 Posts

BEDFORD

Southern Area
QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable, Beds.
Headmistress: Miss C.M. Scott. B.A., J.P.
N.O.R. 1050 September 1981

Required for January 1982 or earlier if possible, a teacher of Home Economics to teach mainly Needlecraft to 'A', 'O' and C.S.E. levels and some Child Development to C.S.E. level. Excellent facilities. Scale 1.

Application forms are obtainable from and returnable to the Headmistress at the School (SAE please). (27987) 133022

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN DIVISION
EVREHAM COUNTY SECONDARY SCHOOL
Swallow Street, Iver.
Head: D. James, BA, BD.

Required as soon as possible for January 1982, a full time teacher of Home Economics. Sc 2 post available to experienced and well qualified teacher. This post is temporary until the end of the Academic year 1981. (28028) 133022

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HOLY TRINITY CE (A) SENIOR SCHOOL
Holmfield, Halifax, HX2 9TD

Required for January 1982 for this 4 form entry 11 - 18 comprehensive school, a Teacher of HOME ECONOMICS, NEEDLECRAFT and TEXTILES (Scale 1).

Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headteacher to whom completed forms should be returned by 2 October 1981. (27890) 133022

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
FEATHERSTONE HIGH SCHOOL
Western Road, Southall, Middlesex

Required as soon as possible, a Home Economics Teacher (Scale 1). The successful candidate will join the Creative Craft Faculty and be required to teach both Home Economics and Needlework throughout the whole age and ability range. The school prepares pupils for both CSE and 'O' level and girls crafts and an interesting range of work is offered. Applications are welcomed from newly qualified teachers.

London Allowance £759 plus Social Priority Allowance.

Relocation expenses may be payable.

Forms obtainable from the Education Offices, Hadley House, 79 - 81 Uxbridge Road, Ealing W5 5SU (SAE). (30403) 133022

HAVERING

LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
(Roll 1069 Co.Ed)
Appleby Drive, Romford, RM3 7SJ
Telephone: Ingrebourne 71331
Headteacher: R.J. Bracken, BA.
S.P.A. ALLOWANCE £201/276 p.a. payable

HOME ECONOMICS, Scale 1
Required September 1981 or as soon as possible thereafter, to teach needlework. Please state other subjects (Art and English would be appropriate, but other subjects possible.

Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearance of this advertisement. (28313) 133022

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
ST. ANGELA'S SCHOOL
Hitchin Road, Stevenage.
Group 10.

Required as soon as possible for this all ability 11 - 18 R.C. Girls School a teacher of Home Economics (Scale 1).

Apply in writing no forms, to the Headmaster, enclosing curriculum vitae and the names and status of two referees.

Closing date 2nd October, (30430) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Dartford Division

DARTFORD WEST SECONDARY SCHOOL FOR GIRLS
Heath Lane, Dartford DA1 2LY

Required for September a part-time teacher of Home Economics for 2½days a week. Temporary in the first instance.

Applications to the Headmistress giving names and addresses of two referees. (27909) 133026

ST. HELENS

EDUCATION COMMITTEE
SUTTON HIGH SCHOOL
Elton Head Road, St. Helens,
Merseyside. (EEB) Merseyside.
(11 - 18 years, mixed comprehensive; 1,156 on roll, 32 in sixth form).

HOME ECONOMICS (Scale 1).
Application forms are available from the Headteacher to whom they should be returned immediately. (27958) 133022

Humanities

Scale 2 Posts and above

HARINGEY

(BOROUGH OF HARINGEY)
WOOD GREEN SCHOOL
White Hart Lane, London N22 5QJ.
Mixed Comprehensive School on one site
Number on roll - 1150.

Required for January 1982, A CO-ORDINATOR OF LOWER SCHOOL HUMANITIES (SCALE 3). The 180 pupils in Year 1 and 180 pupils in Year 2 spend a quarter of their curriculum time in Humanities, which aims to integrate the traditional [illegible] and Geography, and to ease the transition from primary to secondary school. Classrooms are grouped round purpose-built library/resource centre.

A well qualified, experienced and enthusiastic teacher is required, willing to put much thought and work into curriculum development and preparation and to lead a team of teachers of varied specialisms and experience.

London Allowance (£759) payable.

Removal Expenses - 100% allowed in approved cases.

Forms of application (s.a.e.) available from the undersigned to be returned to the Head of the School as soon as possible.

Chief Education Officer, Education Offices, 48-62, Station Road, Wood Green, N.22 4TY. (27860) 133220

Mathematics

Heads of Department

ESSEX

THE BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford
Tel: Chelmsford 64451
(Roll 1320)

HEAD OF MATHEMATICS Scale 4
Experienced graduate required to lead successful department team, working to 'O' and 'A' level with well established Sixth Form. Computer studies taught from 3rd Year.

Curriculum vitae and names of referees to Headteacher (foolscap s.a.e please). (28012) 133418

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Ashford Division

THE NORTH SCHOOL FOR BOYS
(960 pupils)

Re-advertisement - Previous applicants will be considered.

Head of Mathematics Department. Scale 4 required for January, 1982. The successful candidate will be expected to organise the teaching up to CSE/O level standard.

The school is on two sites: the comprehensive intake being creamed at 13+.

Application by letter naming two referees to the Headmaster. Essella Road, Ashford, Kent. (27913) 133418

LEICESTERSHIRE

CASTERTON COMMUNITY COLLEGE
Great Casterton, Stamford, Lincs.
Comprehensive 11 - 16

Roll 626

HEAD OF MATHS - Scale 4

Required January. Applications are invited from well-qualified and experienced candidates.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (27598) 133418

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
GREENBANK HIGH SCHOOL
Hastings Road, Southport,
Merseyside. PR8 2LT
(11 - 16 Girls' Comp. 836 on roll).

HEAD OF MATHEMATICS (Scale 4) required for January 1982. Graduate Mathematician required for strong department and to teach the subject to all ages and abilities. An interest in computer studies is desirable.

Application forms and further details are available on receipt of s.a.e. from the Headteacher of the School.

Closing date : 1st October 1981. (28103) 133418

SHROPSHIRE

EDUCATION COMMITTEE
CHARLTON SCHOOL
7 Drive Wellington Telford TF1 3LE

Required January 1982, an experienced Mathematician Scale 4 to take charge of courses leading to 'O' level and CSE.

Further details from the Head (S.A.E.). (30270) 133418

WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

RUSH CROFT HIGH SCHOOL
Rushcroft Road, Chingford, E.4
Head Teacher: Mr. L.A. Banister, B.A.
Required for January 1982.

HEAD OF MATHEMATICS SCALE 3 required in this comprehensive school for pupils aged 11 - 14 years (330 on roll).

Well qualified, ambitious teachers are invited to apply for this post in the Borough's first purpose-built co-educational comprehensive school.

This well resourced, excellently accommodated department bases its work on S.M.P. materials and is currently testing the new '11 - 16' course work prior to publication. The vacancy arises as a result of the promotion of the present holder.

Application form and further details available on receipt of s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

Closing date 2nd October 1981. (25370) 133418

Scale 2 Posts and above

CUMBRIA

COUNTY COUNCIL
ST BENEDICT'S R C HIGH SCHOOL
Red Lonning, Whitehaven.
(voluntary aided, mixed 971 on roll)

Required for 1 January, 1982 for this developing 11 - 16 comprehensive school which expects to have its first Sixth Form in September 1982, a well qualified and experienced teacher of Mathematics to be second in the Department. Scale 3.

Application forms and further details available from the Head at the school (s.a.e. please). (28502) 133420

BARNET

LONDON BOROUGH OF BARNET
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, N.12
01-368 1783
Mixed Comprehensive. Roll 1096. Sixth form 169

Required January 1982 MATHEMATICS Teacher Scale 1. An interest in Business Mathematics to complement and develop existing commercial courses at 6th Form Level would be a strong recommendation

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (27827) 133420

GLOUCESTERSHIRE

WYEDEAN SCHOOL
Required for 1 January, 1982, well-qualified Mathematics teacher (Scale 2) to teach across the age and ability range (including some 'A' level teaching). The successful candidate will take responsibility for developing Computer Studies work in this 4 F.E mixed, purpose-built rural comprehensive school.

For further details and application form apply (with SAE) to the Headmaster, Wyedean School, Beachley Road, Sedbury, Glos. via Chepstow Gwent NP6 7AA (Tel: Chepstow 5346). (25318) 133420

HARROW

EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow
Tel: 01-864 7688

Required as soon as possible a teacher to run a well established course in Computer Studies (to 'O' level and CSE). The school has two micro-computers with added facilities and also an on line computer terminal. The successful applicant will be required to teach some mathematics as well as Computer Studies. Scale Two.

Application forms from and to be returned to The Headteacher by 30th September, 1981.

Please enclose stamped addressed envelope. (27874) 133420

HAVERING

LONDON BOROUGH OF HAVERING
THE CAMPION SCHOOL
(Roll 750 Boys - Sixth Form 160
VOLUNTARY AIDED, R.C. 11 - 18 SCHOOL
Wingletye Lane, Hornchurch. RM11 3BX
Telephone: Hornchurch 52332
Headteacher: Dr. J.F. Rowbotham. B.Sc

MATHEMATICS, SCALE 2
Required January 1982 - a graduate to contribute to the work of a large department offering a wide range of courses through 'O' and 'A' level, to University Entrance Examinations.

Letters of application should be sent to the Headteacher, giving full curriculum vitae and quoting two referees. Closing date: Friday 9th October, 1981. (25312) 133420

ISLE OF WIGHT

COUNTY COUNCIL
MEDINA HIGH SCHOOL
Fairlee Road, Newport. PO30 2DX
Age range 13 - 18 years
1218 on roll

SECOND IN CHARGE MATHEMATICS FACULTY (SCALE 3)
An enthusiastic teacher is required in January 1982 to fill this vacancy arising through promotion of the previous holder. The ability to teach Modern Mathematics to A level is essential. The school has excellent computer facilities and the ability to teach Computer Studies to O level would be desirable.

Application forms and further details are available from the Headmaster, to whom completed forms should be returned by 2 October 1981 (please enclose SAE). (27837) 133420

NORFOLK

REEPHAM HIGH SCHOOL
Reepham, NR10 4QY

Group 8, 460 all ability mixed 11 - 16 years.

Scale 3 Head of Mathematics required January 1982.

Application forms (s.a.e. please) from Headteacher. Closing date: 2nd October 1981. (27608) 133420

NORTH YORKSHIRE

COUNTY COUNCIL
SCALBY SCHOOL
Nr. Scarborough (Mixed 11 - 18 Comprehensive for 1,000 pupils).

Required for January 1982, a well qualified and experienced teacher to teach MATHEMATICS throughout the school. 'O' level and CSE courses are established and the department is housed in a modern purpose built building. An ability to take a major part in the development of Computer Studies would be an advantage. A 380Z microcomputer has recently been installed. A Scale 2 post is available for a suitably qualified and experienced applicant. The school serves a wide rural catchment area to the North and West of Scarborough.

For application form send s.a.e. to the Headmaster, Scalby School, Fieldstead Crescent, Newby, Scarborough, YO12 6TH, returnable within fourteen days of the appearance of this advertisement. (30174) 133420

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE ROSSETT HIGH SCHOOL
11 - 18 Comprehensive (140 Sixth Form)

Scale 3. Required for January, 1982 an experienced and well qualified teacher to be second in charge of MATHEMATICS. Mathematics is a strong department in the school and a teacher capable of teaching all ages and abilities including Oxbridge is sought.

Applications by letter containing a curriculum vitae and the names and addresses of two referees should be sent as soon as possible to the Headmaster at the school, Green Lane, Harrogate HG2 9JP. (30381) 133420

SECONDARY MATHS

continued

NORTH YORKSHIRE

COUNTY COUNCIL
LADY LUMLEY'S SCHOOL
Pickering

11 - 18 mixed comprehensive, 840 on roll (Sixth Form 115), situated in an attractive market town on the southern edge of the North Yorkshire Moors.

Required for January 1982
TEACHER OF MATHEMATICS (SCALE 2.
An experienced teacher is looked for to teach at all levels in the school up to GCE 'A' level. Additionally an ability to teach Computer Studies would be very valuable.

Application forms and further details (s.a.e. please) available from The Headmaster, Lady Lumley's School, Pickering, North Yorkshire YO18 8NG. Completed applications to be returned by 30 September 1981. (30299) 133420

OXFORDSHIRE
COUNTY COUNCIL

DRAYTON SCHOOL
Drayton Road, Banbury, Oxon.
OX16 0UD

Required for January 1982, an experienced teacher of Mathematics, Scale 3. Applicants should be able to teach at all levels of the curriculum and it would be an advantage to have some knowledge of the teaching of Computing, which it is hoped to introduce into the school in the near future.

Letters of application (S.A.E.) to the Headteacher, giving full details of training, qualifications and experience, together with the names of two referees. (30406) 133420

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

GREY COURT SCHOOL
Ham Street, Ham, Richmond.
Surrey TW10 7HN
(11 - 16 mixed Comprehensive)

Required for January 1982. TEACHER OF MATHEMATICS (SCALE 2). An experienced teacher is sought to join a department teaching Mathematics across the full traditional topics. Statistics is offered as an option. The successful applicant would take on particular responsibilities in the department. An interest in computer studies would be an advantage.

Forms and further details (s.a.e.) from the Headmaster, to whom completed forms should be returned by 30th September 1981. (27620) 133420

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
OLD HALL HIGH SCHOOL
Old Hall Road, Maghull, Liverpool L31 3NA
(11 - 18 Mixed Comp. 1025 on roll. 190 in Sixth Form)

TEACHER OF MATHEMATICS (Scale 3) required for January 1982 to be second in Department. The successful candidate will be required to teach at all levels up to university entrance. An interest in Computer Studies would be an advantage; the school has well established courses in this area.

Application forms and further details are available on receipt of a s.a.e. from the Headteacher of the school. (28105) 133420

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

OSSETT SCHOOL
(11 - 18) Mixed Comprehensive
(No. on roll 1437)

Required for January 1982, a well qualified and experienced Teacher of MATHEMATICS Scale 1. Must be capable of teaching 'A' level, 'O' level and C.S.E. courses. The school is also developing courses in Computer Studies, an interest in which would be an advantage.

Application forms and further details available from the Chief Education Officer, Education Department, 8 Bond Street, Wakefield, (on receipt of s.a.e.) to be returned within 14 days of the date of this advertisement. (27635) 133420

Scale 1 Posts

BEXLEY
LONDON BOROUGH OF BEXLEY

PARKLANDS SCHOOL
Bexley Lane, Sidcup, Kent,
DA14 4JN
Tel: 01-302-6418
Roll 660 boys

Required for January 1982, earlier if possible, a teacher of Mathematics, Scale 1, in this Boys' Secondary School. The subject is taught on traditional lines and courses leading to G.C.E. 'O' level and C.S.E. are well established. The ability to give some help with boys in the Remedial Group would be a distinct advantage.

L.A.A. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Application forms and further details are available from the Headmaster (s.a.e. please).

RIVERSIDE SCHOOL
Vernon Way, Erith, Kent,
DA18 4DW.
Tel: 01-300-0111.
Roll 850 Mixed (11 - 18)

Required for January 1982 a Mathematics teacher, Scale 1, to join an enthusiastic, energetic and well resourced Mathematics faculty team. Teaching to C.S.E., 'O' and 'A' level standard, and Computer Studies. Some Science teaching useful. Possibility of Scale 2 post for good pastoral experience.

Telephone School for further details and application form.

L.A.A. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (28240) 133422

CUMBRIA

COUNTY COUNCIL
ST AIDAN'S SCHOOL
Carlisle

[illegible] comprehensive 1250 on roll) [illegible] comprehensive, non-[illegible] organised pastoral [illegible] horizontal schools and [illegible] in seven faculties.
FACULTY OF MATHEMATICS.
Required for 19 October 1981, due to maternity leave, a temporary [illegible] teacher of Mathematics [illegible] Lower School and [illegible] Scale 1. This post [illegible] permanent.
Apply by letter giving full [illegible] and names of two referees [illegible] as soon as [illegible] (27872)

BRENT

LONDON BOROUGH OF BRENT
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley, HA0 4JE
(Roll 1400, 11 - 18, 220 in Sixth Form)
Head Teacher: Janet Dunn BEd.

Required as soon as possible - an enthusiastic graduate TEACHER (Scale 1 - Scale 2 for suitably qualified and experienced candidate) to join a successful Mathematics Department, to teach Upper School students who are offered well-established courses to C.S.E., 'O' 'A' and 'S' level. We also offer further Mathematics and Statistics. The Department has its own computers and Computer Science is offered at C.S.E., 'O' and 'A' levels, though the successful applicant need not be able to offer this.

London Allowance of £759 per anum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing sae for reply. (28107) 133422

DERBYSHIRE
EDUCATION COMMITTEE

CHELLASTON SCHOOL
Swarkestone Road, Chellaston,
Derby DE7 1UA

Required 1st January 1982 (or as soon as possible) an assistant to join the Mathematics Department. A Scale 2 post is available for a suitably qualified and experienced candidate. The post demands energy and enthusiasm and the successful candidate will be expected to play a significant role in the life of the school.

Applications by letter, please, to the Headmaster, giving curriculum vitae and the names and addresses of two referees. (27808) 133422

DONCASTER

HATFIELD HIGH SCHOOL
Ash Hill, Hatfield, Doncaster DN7 6JH
Headmaster A.V. Brookman, B.A.

Required for September 1981 in this Group 12, 13 - 18 mixed comprehensive school a teacher (Scale 1) to teach MATHEMATICS.

The department is strong and well staffed and therefore the post provides an excellent opportunity for a young member of our profession.

Apply by letter to the Headmaster, supplying a curriculum vitae and enclosing a S.A.E. (30289) 133422

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Boyd Avenue, Southall, Middx.
required as soon as possible:

ASSISTANT MATHEMATICS TEACHER, Scale 1, to specialise in remedial work in this multicultural High School. There is a strong successful mathematics department with established courses to CSE 'O' and 'A' levels, as well as appropriate courses for the less able.

London Weighting £759.

Relocation expenses may be payable.

Applications from the Head, sae please, to be returned within 2 weeks of the appearance of this advertisement. (28095) 133422

ENFIELD

LONDON BOROUGH OF ENFIELD
ST.ANGELA'S R.C. SCHOOL FOR GIRLS
Oakthorpe Road, London N13, 5TY
Voluntary Aided Upper-Tier Comprehensive
Age Range 14 - 19. Roll 686

Required January 1982. MATHEMATICS TEACHER (Scale 1) to teach full ability range to 'O' level and C.S.E. Ability to teach some Physical or General Science advantageous, but not essential.

Possibility of Scale 2 post for more experienced candidate.

London Allowance £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Apply by letter to the Headteacher at the School (enclosing full curriculum vitae, names of two referees, and foolscap S.A.E.) to arrive by 2nd October 1981. (27823) 133422

ESSEX

COLNE HIGH SCHOOL
Church Road, Brightlingsea
Tel: Brightlingsea 3511
(Roll 1380)

MATHEMATICS TEACHER Scale 1 January 1982, for full ability range. Willingness to offer computer studies and or statistics an advantage.

Application forms from Headmaster (foolscap s.a.e.). (28011) 133422

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
THE BARCLAY SCHOOL
Walkern Road, Stevenage, Herts.
All-ability 11 - 18 mixed school, 880 on roll.

Required for January, a teacher of Mathematics (Scale 1) to teach throughout the school. There could be the possibility of some Advanced Level work for a suitably qualified candidate. A willingness to help with games and out-of-school activities would be appreciated.

Letters of application (no forms) should be sent, together with the names of two referees) to the Headmaster, as soon as possible. (30428) 133422

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

GEDLING SCHOOL
Wollaton Avenue, Gedling,
Nottingham NG4 4HX

Headmaster: E.A. Spencer
Mixed: 1075 (11 - 18)

Applications are invited from suitably qualified teachers for the following post:-

For January, teacher (Scale 1) of Computing Studies and Mathematics. Possibility of some 'A' level work for suitable applicant.

Applications (no forms) to the Headmaster, with names of two referees as soon as possible. (27814) 133422

OXFORDSHIRE
COUNTY COUNCIL

SEGSBURY SCHOOL
Challow Road, Wantage, Oxon.

Required immediately, a teacher of Mathematics Scale 1.

The post is temporary for two years due to secondment with the possibility of becoming permanent. SMP Maths is taught and preparedness to help with the expanding programme of Computer Studies would be an advantage.

Application forms and further details available from the Acting Headteacher upon receipt of S.A.E. (27775). 133422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall.
Ilford, IG5 0QW

Telephone: 01-551 4415

Head: P.E.A. Birchinall, B.A.

Required as soon as possible for this 11 - 18 mixed comprehensive school, a teacher of Mathematics, capable of teaching at least to 'O' and preferably to 'A' level. They should also have an interest in Computer Studies and Science, and a trained awareness of the education of children with special needs.

The post is on Scale 1 with Outer London Allowance of £498.

Applications should be sent to the Headmaster at the School, giving full details of qualifications, and two referees, as soon as possible. (27749) 133422

SOUTH GLAMORGAN

UNITED WORLD COLLEGE OF THE ATLANTIC
Two assistant teachers required - see display item in Sixth Form & Tertiary College Section. (30265) 133422

SUFFOLK

EAST BERGHOLT HIGH SCHOOL
(11 - 16 Mixed Comprehensive, roll 890)
East Bergholt, Colchester, Essex.

SCALE 1 Teacher of Mathematics required January 1982.

Forms and further details available from Headteacher at school (s.a.e. please) to whom they should be returned. (28063) 133422

WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.

SIDNEY CHAPLIN HIGH SCHOOL
Folly Lane, Walthamstow, London E17 5NT
Head Teacher: Mr. D. St. J. Gray
Required for January 1982.

TEACHER OF MATHEMATICS SCALE 1 required in this Mixed comprehensive school for pupils aged 11 - 14 years (450 on roll). A committed and enthusiastic teacher to teach all ability and age groups. Applicants may offer a subsidiary subject if they wish. Applications from 1st year teachers welcomed.

Application form and further details available from and returnable to the Head Teacher on receipt of s.a.e.

Closing date: 2nd October, 1981. (25372) 133422

SURREY

EDUCATION COMMITTEE
THE WINSTON CHURCHILL SCHOOL
St. Johns, Woking.
(12 - 16 Comp).

MATHEMAITCS TEACHER Scale 1 (Scale 2 possible for good qualifications and experience) required at this 10 form entry school. Opportunity of teaching all abilities up to GCE 'O' level.

Apply to Head Tel: Brookwood 6861. (27886) 133422

WARWICKSHIRE

NORTH LEAMINGTON SCHOOL
Park Road, Leamington Spa.
CV32 6LQ.

Teacher of Mathematics required January 1982 to teach to 'O' level. A willingness to assist with outside activities a recommendation.

Application form and further details available from the Principal at the School (SAE please). (30419) 133422

WILTSHIRE

CASTLEDOWN SCHOOL
Ludgershall, Nr Andover, Hants
(Andover 790778)
For January 1981 or sooner.

Applications are invited for a full time permanent teacher of Mathematics (Scale 1) in this Group 10 11 - 16 mixed comprehensive school.

Forms of application and further details may be obtained from the Headmaster at the School. (30287) 133422

Modern Languages

Heads of Department

ENFIELD

LONDON BOROUGH OF ENFIELD
CHACE SCHOOL
Churchbury Lane, Enfield, EN1 3HQ
(Boys' Comprehensive) Roll 800

January 1982 - Graduate HEAD OF MODERN LANGUAGES, Scale 3. The main language in the school is French, with German taught to most third year pupils as second language. Both language offered to 'A' level. Spanish also available for 6th Form boys.

London Allowance £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms (foolscap SAE) obtainable from the Headmaster, to be returned by 30th September 1981. (27824) 133618

DERBYSHIRE

SWANWICK HALL SCHOOL
Derby Road, Swanwick, Derby.
DE55 1AE

11 - 18 mixed Comprehensive

Required for January 1982 - HEAD OF GERMAN - Scale 2.

Details and forms immediately from the Headmaster at the School. (Please enclose S.A.E.) (27800) 133618

DERBYSHIRE

THE GRANVILLE SCHOOL
Burton Road, Woodville, Burton on Trent DE11 7JR

Headmaster: Dr. R.B. Chater B.Sc.

HEAD OF MODERN LANGUAGES. SCALE III
Required from January 1982.

A person of drive, and experience is required for this important post within the school. French is taught to all pupils in the first three years and German is introduced from the second year. Both languages are taught to C.S.E. and 'O' level.

Granville is a well structured, mixed comprehensive with a steady intake of six forms.

Further information and application forms are available from the school. Stamped addressed envelope please. (27799) 133618

LEICESTERSHIRE

WINSTANLEY HIGH SCHOOL
Kingsway North, Braunstone,
Leicester

In the Leicestershire plan for the organisation of secondary education. High 11 - 14. Roll 740

HEAD OF MODERN LANGUAGES - Scale 2

Required January, or earlier if possible. Must be an experienced and enthusiastic teacher of French keen to develop teaching and learning of modern languages for all ability ranges and age levels. An ability to teach German as a second language is desirable. All pupils learn French initially, some taking up German later.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (27601) 133618

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE
WALBOTTLE HIGH SCHOOL
HEAD OF MODERN LANGUAGES (SCALE 4 POST).
RE-ADVERTISEMENT

Required from January 1982, or earlier if possible, a well qualified and experienced teacher of Modern Languages to be Scale 4, Head of Department, within the Communications Faculty at this county Co-educational Comprehensive High School. It is essential that candidates be qualified to teach both French and German to examination level, with at least French to 'A' level.

Application forms and further particulars are obtainable from and returnable to the Head Teacher, Walbottle High School, Walbottle, Newcastle upon Tyne, NE15 9TP by 2nd October, 1981.

Previous applications will be reconsidered. (28057) 133618

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

ALDERMAN DERBYSHIRE COMPREHENSIVE SCHOOL
Hucknall Lane, Bulwell,
Nottingham NG6 8AQ

Headmaster: E.R. Turrent. M. Ed.
Mixed: 1180 (11 - 16)

Applications are invited from suitably qualified teachers for the following post:-

For January, well qualified teacher (Scale 3) of French to lead the Modern Languages Department in this 8-form entry school. Good Comprehensive experience and some knowledge of German highly desirable.

Previous applicants need not re-apply as their applications will be given equal consideration.

Applications (no forms) to the Headmaster, with names of two referees as soon as possible. (27812) 133618

SHROPSHIRE

EDUCATION COMMITTEE
MANOR SCHOOL
Crescent Road, Hadley, Telford TF1 4JZ

HEAD OF MODERN LANGUAGES DEPARTMENT - Scale 3
Required for January 1982. A well qualified and experienced teacher to lead a young department in this 11 - 16 6 form entry comprehensive school. Courses are following to 'O' level and CSE in French and German.

Application form and further details are obtainable from the Headmaster (S.A.E.) (25379) 133618

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

DEPUTY HEADTEACHERS
Primary

Brixham, Furzeham County Primary School,
Higher Furzeham Road, Brixham. (Roll 360)
Deputy Head (Group 6)
Required January 1982. Closing date 30th September 1981.

Bideford Westcroft Junior School,
Coronation Road, Bideford, EX39 3DE. (Roll 321)
Deputy Head (Group 5)
Required for January 1982. Closing date 2nd October 1981.

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SCALE POSTS
Secondary

Dawlish School,
Elm Grove Road, Dawlish. (Roll 797)
Scale 4 — Head of Science
Required January 1982 to take charge of lively, well resourced Department within this Group 10 mixed 11-16 Comprehensive. Closing date 28th September 1981.

Torquay, Audley Park School,
Barton Road, Torquay. (Roll 1451)
Scale 3 — Head of Art Department
Required January 1982 to lead a team of five staff, in this successful department, covering a wide range of creative activities. Closing date 30th September 1981.

Holsworthy School and Community College,
Victoria Hill, Holsworthy, EX22 6JD. (Roll 526)
Scale 2 — Special Unit ESN (M) Pupils
Required for January 1982 to take charge of special unit for ESN (M) pupils being started for the first time at this mixed 11-16 comprehensive school. Applicants should have the necessary qualifications and/or experience required with ESN (M) children, be ready to work in a team with other remedial staff at the school and will be required to develop a whole curriculum for these pupils, related to that of the normal school. Closing date 2nd October 1981.

Eggbuckland School,
Westcott Close, Eggbuckland, Plymouth, PL6 5YB.
New comprehensive school opened September 1979. 640 pupils on roll rising to 1250, 11-18, by 1986.
(1) Scale 1 — Special Learning Services
Required for January 1982, to work within the Special Learning Department. The successful applicant would be expected to devise individual learning programmes as well as support children with special needs in certain areas of the curriculum.
(2) Scale 1 — Art
Required for January 1982, to specialise in 3-Dimensional Studies/Ceramics. A well equipped new studio for this area of work will be opened next year. Closing date 30th September 1981.

Newton Abbot, Knowles Hill School,
Exeter Road, Newton Abbot. (Roll 1350)
Scale 1 — Boys P.E.
Required January 1982 at this Group 12, mixed 11-18 Comprehensive. An interest in Outdoor Pursuits an advantage. Closing date 2nd October 1981.

Bideford School and Community College,
Abbotsham Road, Bideford, EX39 3AR.
(Roll 1800)
Scale 1 — English
Required January 1982, for English across the age and ability levels to 5th Year in this large mixed 11-18 Comprehensive School. Closing date 2nd October 1981.

Braunton School and Community College,
Barton Lane, Braunton, EX33 2BP. (Roll 830)
Scale 1 — Business Studies/Typing and Humanities
Required for January 1982. Application form from the Head Teacher, returnable by return of post.

Torquay, Audley Park Secondary,
Barton Road, Torquay. (Roll 1451)
Senior Teachers (Two Posts)
Required January 1982 at this Group 12, mixed 11-16 Modern.
(1) Director of Studies Responsibilities will include curriculum development, external examinations and assisting with the timetable.
(2) Head of Upper School Responsibilities will include Upper School students, school assessments, records and careers guidance.
Experience in teaching Humanities, Arts and Craft could be advantageous. Closing date: 30th September 1981.

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SCALE POSTS
Primary

Torquay, Barton Junior School,
Barton Hill Road, Torquay. (Roll 304)
Scale 1
Required January 1982 for Third Year Juniors. Ability to teach Music essential. Closing date 2nd October 1981.

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SCALE POSTS
Special

Torquay, Combe Pafford E.S.N. (M) Special School,
Steps Lane, Torquay. (Roll 145)
Scale 2 (S)
Required January 1982 to assist with Leavers' Programme and to co-ordinate Language Development throughout the School. Ability to assist with Senior Girls' Games and advantage. Closing date 2nd October 1981.

TES13/00/00

DEVON

SECONDARY EDUCATION MODERN LANGUAGES

continued

Scale 2 Posts and above

CAMBRIDGESHIRE

CAMBRIDGE AREA
MANOR SCHOOL
Cambridge.
Required for January 1982 HEAD OF GERMAN (Scale 2) within the Modern Languages Department. The Manor School is an 11 - 16 comprehensive school (Roll 970). There are established courses leading to 'O' level and C.S.E. Applicants should have a lively approach to their subject and be willing to accept a large degree of responsibility.

Application forms and further details from the Head, Manor School, Arbury Road, Cambridge. CB4 2JF. (s.a.e. please). (27750) 133620

SUFFOLK

SAMUEL WARD UPPER SCHOOL
Chalkstone Way, Haverhill.
(Mixed comprehensive 13 - 18: new purpose built school with large sixth form)
Required for January, 1982 FRENCH graduate as Second in Languages department (Scale 2). Closing date: 30th September 1981.

The local housing authority is prepared to give sympathetic consideration to the provision of housing for teachers.

Forms and further details available from Headteacher at school (s.a.e. please) to whom they should be returned. (28062) 133620

Scale 1 Posts

CHESHIRE

EDUCATION COMMITTEE

SCALE 1 POSTS

MODERN LANGUAGES - GERMAN

APPLETON HALL COUNTY HIGH
Hall Drive, Appleton.
Warrington WA4 5JL
Tel : Warrington 63814
(Mixed Comprehensive 11 - 18+)

Required for January 1982, a suitably qualified teacher to take German throughout the school from the second year up to and including 'A' Level. Some Junior school French will also be required. The school has 800 pupils with 170 in the 6th Form.

FRENCH/GERMAN

BEWSEY COUNTY HIGH
Clapgates Road, Warrington
WA5 5AJ

Group 10. No. on roll 700+

Required for January 1982.

Application forms (send sae), are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases. (27841) 133622

DERBYSHIRE

GRANVILLE SCHOOL
Burton Road, Woodville,
Burton-on-Trent DE11 7JR
Headmaster: Dr R B Chater B.Sc
French teacher Scale 1 required from January 1982. The person appointed would teach throughout the age and ability range. The department is housed in a compact modern suite of rooms. German is the School's second modern language.

Granville is a well structured 11 - 16 mixed comprehensive school with a steady intake of 6 forms.

Application forms and further particulars are available from the School with a steady intake of 6 forms.

Application forms and further particulars are available from the School (S A E please). (27654) 133622

GLOUCESTERSHIRE

HIGHWOOD SCHOOL
Nailsworth
Required January 1982 teacher of French, Scale 1. Applicants should state other subjects offered. PE/Games particularly welcome.

Apply at once to the Headmaster with full details of experience, qualifications, and naming two referees. (27796) 133622

HAMPSHIRE

THE MOUNTBATTEN SCHOOL
Whitenap Lane, Romsey
11 - 16 Comp: Mixed
N.O.R. 1400
FRENCH.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head. (25349) 133622

HARINGEY

(BOROUGH OF HARINGEY)
HIGH CROSS SCHOOL
High Road, Tottenham, London,
N17 6QP.
Girls' Comprehensive School.
Required as soon as possible.
Teacher of FRENCH SCALE 1, to share the work throughout the School including some 'A' Level. The Eclair Audio/Visual Course is used in the first two years and will be extended to the third year. The first years are taught in mixed ability groups but there is setting from the second year onwards.

Applications by letter to the Headmistress in the first instance, giving curriculum vitae and names and addresses of two referees.

London Allowance (£759) payable.

Removal Expenses - 100% allowed in approved cases. (27858) 133622

HEREFORD AND WORCESTER

COUNTY COUNCIL
EDUCATION DEPARTMENT

THE HILL JUNIOR HIGH SCHOOL
Tunnel Hill, Upton-upon-Severn,
Worcs. WR8 0QL
(N.O.R. 450, 11 - 14)

Required for January, 1982, full-time assistant teacher for German and French (Scale 1). Applications are invited from suitably qualified teachers.

Further details and application forms obtainable from the Headmaster, on receipt of a foolscap s.a.e., or telephone Upton-upon-Severn 2362. (25337) 133622

REDBRIDGE

SEVEN KINGS SCHOOL
[illegible] Ad. under History. [illegible] 133622

ISLE OF WIGHT

COUNTY COUNCIL
MEDINA HIGH SCHOOL
Fairlee Road, Newport, Isle of Wight PO30 2DX
Age range 13 - 18 years
1218 on roll
TEACHER OF FRENCH AND SPANISH (SCALE 1)
Required for November 1981 or January 1982 in this mixed 13 - 18 comprehensive school - a graduate to teach French and Spanish throughout the school to CSE, O and A Level.

Application forms and further details are available from the Headmaster at the school, to whom completed forms should be returned by 2 October 1981 (SAE please). (27840) 133622

Music

Heads of Department

CAMBRIDGESHIRE

CAMBRIDGE AREA
BOTTISHAM VILLAGE COLLEGE
Required in January HEAD OF MUSIC (Scale 2 or 3) in this mixed comprehensive school (Roll 900) 7 miles east of Cambridge for a lively and flourishing department with two choirs, orchestra, concert band, and an emphasis on practical music making in the classroom. Many other well supported musical activities are within the college framework.

Applications welcome from younger candidates of proven competence. Application forms/further details from the Warden, Bottisham Village College, Cambridge CB5 9DL (s.a.e. foolscap). (27758) 133818

EAST SUSSEX

COUNTY COUNCIL
HAILSHAM SCHOOL
Battle Road, Hailsham. BN27 1DT.
(Mixed Comprehensive 11 - 18.
1500 on roll)
Required from January 1982, Head of Music Department (Scale 3) to continue the development of an outstanding Department with two orchestras.

Relocation grants available in approved cases.

Further details and application forms (SAE please) from the Headmaster. (30381) 133818

ESSEX

GREAT BADDOW SCHOOL
Duffield Road, Beehive Lane,
Chelmsford
Tel: Chelmsford 65821
(Roll 1550)
HEAD OF MUSIC DEPARTMENT
Scale 3
Well-qualified teacher to develop all aspects of school music. Candidates considered for post of Junior Music School Director.

Application forms and further particulars from Head Teacher (foolscap s.a.e. please). (28013) 133818

GLOUCESTERSHIRE

OXSTALLS (BOYS') SECONDARY SCHOOL
Estcourt Close, Gloucester
Required for January 1982, teacher to take charge of Music throughout the school. Real enthusiast required, possessed of innovative flair and ability to teach the subject (initially to C.S.E. level.

Apply by letter to the Headmaster stating age, qualifications, experience and interests including the names and addresses of two referees. (25319) 133818

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
ST. ANGELA'S SCHOOL
Hitchin Road, Stevenage.
Group 10.
Required as soon as possible experienced graduate as Head of Music (Scale 3) in this all ability 11 - 18 R.C. Girls School. The Music Department is a thriving one with two orchestras and choirs. Instrumental tuition is given by peripatetic staff.

Apply in writing, no forms, to the Headmaster, enclosing curriculum vitae and the names and status of two referees.

Closing date 2nd October. (30429) 133818

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Ashford Division

HOMEWOOD SCHOOL
Tenterden. (1,230 Mixed) 11 - 18.

SCALE 3 HEAD OF MUSIC

Required in January 1982 for this developing comprehensive school in a pleasant rural area, a Head of Music (Scale 3).

A full letter of application including curriculm vita, and naming two referees should be sent to the Headmaster at the School.

Information about the school and detailed particulars about the post will be sent on receipt of a stamped, addressed envelope. (30412) 133818

STAFFORDSHIRE

EDUCATION COMMITTEE
WESTON ROAD HIGH SCHOOL
Blackheath Lane, Stafford. ST18 0YG
Re-advertisement
HEAD OF MUSIC (Scale 3)
Required for January, 1982 or as soon as possible, a well qualified and experienced teacher to take charge of the Music Department in this new 13 - 18 High School. The subject is at present taught to 'O' and C.S.E. levels and it is hoped that we will offer 'A' level. The new, well equipped music suite will be open in January.

Further details and application forms obtainable from and returnable to the Headteacher (s.a.e.).

Previous applicants who wish to be re-considered should inform the Headmaster of their intention by letter.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (26378) 133818

WILTSHIRE

COUNTY COUNCIL
CASTLEDOWN SCHOOL
(11 - 16 mixed comprehensive)
HEAD OF MUSIC (Scale 2)
(Readvertisement)
Required for January 1982. A Teacher of Music to be responsible for the subject and its development.

Further details and forms of application from the Headmaster, Castledown School, Ludgershall, Nr Andover, Hants. SP11 9RR. Tel: Andover 790178. (Applications made to the previous advertisement will still be considered). (30288) 133818

WAKEFIELD

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

OSSETT SCHOOL
(11 - 18) Mixed Comprehensive
(No. on roll 1437)

Required for January 1982, a well qualified and experienced Teacher to be HEAD OF MUSIC, Scale 3. Must be enthusiastic at sustaining a varied programme of extra curricular music.

Application forms and further details available (on receipt of s.a.e.) from the Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (27633) 133818

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE

Required fo January 1982:

HEATH PARK SCHOOL
(N.O.R. 1000)

MUSIC, Scale 3 +S.P.S. Allowance. Head of Department for this 11 - 18 mixed comprehensive school with purpose-built accommodation. Established instrumental groups, choir, examination courses to GCE, CSE and Associated Boards.

Application forms and further details available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement. (sae please). (25335) 133818

Scale 2 Posts and above

CORNWALL

EDUCATION COMMITTEE
PERIPATETIC STRING TEACHER
(Violin/Viola - Scale 2)
Central Cornwall.
A suitably qualified and experienced String teacher is required in the Redruth/Truro/Falmouth area as soon as possible. Under the general supervision of the Area Music Tutor for Central Cornwall, the successful candidate will work in both Comprehensive and Primary Schools, and be responsible for the development of musical activities on Saturday mornings at Truro Music Centre. Group teaching methods are essential.

PERIPATETIC STRING TEACHER
(Violin/Viola - Scale 2)
East Cornwall.
A suitably qualified and experienced String teacher is required as soon as possible to teach mainly in Comprehensive Schools in the Launceston/Callington/Liskeard area. There is some work however, in primary schools, and with primary school children in Launceston Music Centre. Group teaching methods are essential.

Under the general supervision of the Area Music Tutor for North and East Cornwall, the person appointed will be responsible for the detailed organisation of Launceston Music Centre to which pupils come once a week from primary schools covering a wide area around Launceston. It is essential that the high morale of this comparatively new venture is maintained.

PERIPATETIC STRING TEACHER
(Violin/Viola - Scale 1)
North Cornwall
Required as soon as possible a suitably qualified Peripatetic Teacher of String Instruments to teach mainly in Comprehensive Schools in North Cornwall. Group teaching methods are essential.

A car is essential for each of these posts for which a casual users allowance is available.

There is a scheme for removal expenses.

Closing date: as soon as possible.

Application forms and further details can be obtained from Mr. James Sargent, Senior County Music Adviser, Old County Hall, Truro, Cornwall, TR1 3HB. (25320) 133820

HARROW

EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow
Tel: 01-864 7688
Required for January 1982 a well qualified and enthusiastic teacher to take over a very successful music department in this 12 - 16 all ability mixed comprehensive school. Candidates will be required to show a high level of competence in organising all aspects of musical activities. The school has an orchestra, a brass band, a choir and a large number of musically able pupils are prepared for external examinations.

Application forms from and to be returned to The Headteacher by 30th September, 1981.

Please enclose stamped addressed envelope. (27877) 133820

LEICESTERSHIRE

CASTERTON COMMUNITY COLLEGE
Great Casterton, Stamford,
Lincs.
Comprehensive 11 - 16

Roll 626

DIRECTOR OF MUSIC - Scale 3

Required January.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (27594) 133820

SUFFOLK

Applications are invited for the following post to commence January 1982: Peripatetic teacher of Violin (full time) Scale 2 appointment for appropriately qualified applicant to work principally in the Southern Area of the County. Ability to drive essential.

Further details and application form available from the Senior Music Advisor, Bolton Lane, Ipswich. (s.a.e. please). (28061) 133820

Scale 1 Posts

LINCOLNSHIRE

COUNTY COUNCIL

APPOINTMENT OF PERIPATETIC INSTRUMENTAL TEACHERS

Applications are invited from qualified teachers for the following full-time posts for peripatetic instrumental teachers from 1 January 1982.

3 Teachers for violin/viola (one to be based in the Lincoln area and two to cover areas in and around Louth and Boston).

1 Teacher for woodwind instruments (Louth Division). [illegible]

Applicants must be well qualified as musicians and performers and previous experience in the teaching of small groups of pupils as well as individual pupils is desirable.

For teachers with appropriate qualifications and experience salary will be according to Scale 2 of the Burnham Salary Scale.

In addition to giving instrumental tuition the teachers appointed will be expected to take part in the specially arranged concerts for schools and to assist with other musical activities in the County. These include music centres which serve different areas of the County and Youth Orchestras which cater for instrumentalists from all parts of Lincolnshire.

Application forms and further particulars obtainable from the County Education Officer, County Offices, Newland, Lincoln LN1 1YQ.

Closing Date: 2 October 1981. (27809) 133822

Pastoral

Heads of Department

DUDLEY

METROPOLITAN BOROUGH OF DUDLEY

THE HILLCREST SCHOOL & COMMUNITY COLLEGE
Simms Lane, Netherton, Dudley,
West Midlands
(12 - 16 co-ed, comp. 800 on roll)

For January, HEAD OF UPPER SCHOOL (Senior Teacher scale) to manage team of 14 form tutors responsible for pastoral welfare of 400 pupils aged 14 - 16.

Application forms/details (foolscap SAE) from Principal. Return by 2nd October. (27795) 134018

DURHAM

COUNTY COUNCIL
PELTON ROSEBERRY COMPREHENSIVE SCHOOL
11 - 18 YEARS. 1350 on roll
HEAD OF HOUSE - Salary Scale 4 - Well qualified teacher required for January, 1982, with experience of teaching Geography to G.C.E. 'O' and 'A' Level.

Stamped addressed envelope for application form and further details to Area Education Office, 8 Red Rose Terrace, Chester-le-Street, Co. Durham.

Closing date for receipt of applications 5th October. 1981. (30309) 134018

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, Essex, IG8 7DH

Telephone: 01 504 9618
Headmaster: A.C.R. Duke, M.A.

Required from January 1982: an experienced and enterprising teacher to be Head of Lower School in this mixed 11 - 18 comprehensive school, responsible to the Headmaster for the general administration and care of the Lower School (Years 1, 2 and 3). The post is on Senior Teacher scale, with Outer London Allowance.

Forms and further details are available from the Head at the school, to whom completed applications are returnable by 30th September, 1981. (27613) 134018

WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
The Borough is within easy reach of Central London and Bordered by Epping Forest. London Addition to salary payable.
TOM HOOD SENIOR HIGH SCHOOL
Terling Close, London, E11 3NT.
Head Teacher: Mr. J.B. Mitchell.
REQUIRED FOR JANUARY 1982.
HEAD OF YEAR SCALE 4 required in this mixed comprehensive school for pupils aged 14 - 19 years (700 on roll).

A teacher with substantial, relevant experience and qualifications is sought to be responsible for the pastoral welfare, academic progress and discipline of approximately 300 students. Major elements of the post involve leading a team of 12 tutors, liaison with outside agencies, maintenance of close links with parents and the development of pastoral issues and policies.

Pastoral care is a vital and essential feature of this School and this demanding yet rewarding post offers a teacher of high calibre, considerable opportunity and scope. The post falls vacant due to the promotion of the present holder to a Deputy Headship within another Authority. London Allowance £498, SPA Allowance £201/£276.

Application form and further details available from and returnable to the Head Teacher on receipt of s.a.e.

Closing date 2nd October, 1981. (27756) 134018

Scale 2 Posts and above

HAMPSHIRE

ROMSEY SCHOOL
Greatbridge Road, Romsey
11 - 16 Comp Mixed. 980 on roll
Year Leader Scale 3
Mathematics preferred.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head (from whom further details are available). (25350) 134020

WEST SUSSEX

BISHOP LUFFA C.E. (AIDED) COMPREHENSIVE SCHOOL
Bishop Luffa Close, Chichester.
PO19 3LT
(Group 11)
Required January 1982, Housemaster/Housemistress Scale 3 for one of six houses. Ability to offer History an advantage.

Apply by letter, enclosing s.a.e. to Headmaster giving full curriculum vitae and names and addresses of two referees. (30276) 134020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division

THE HUNDRED OF HOO SCHOOL
Main Road, Hoo St Werburgh,
Rochester, Kent.
Roll: 1,150

Pastoral - Scale 2 and above

Required in January 1982 a teacher to be DEPUTY YEAR TUTOR of the Fourth Year at this Upper Comprehensive School. The School has a well established and successful scheme of Pastoral Care and a teacher is sought who will maintain the highest standards of behaviour and attitude. Whilst the teaching subject is not critical, an ability to teach Technical Drawing, Metalwork or Mathematics would be an added qualification. This is a Scale 2 post.

Letter of application with the names of two referees, should be forwarded to the Headmaster.

Maidstone Division

ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone.
(820 mixed: 11 - 17)

High School with comprehensive intake of which about a quarter leave after two years for an Upper School. CSE, internal and GCE O level courses run for 5th year pupils. Required in January 1982 a YEAR TUTOR (Scale 3) initially for approximately 150 Third Year pupils. Applications are invited from suitably qualified and experienced teachers who can offer, preferably but not essentially, main teaching subjects from English and/or Geography - with - General Subjects (help with games would be an added recommendation).

Applications, with curriculum vitae and naming two referees, initially by handwritten letter to the Headmaster, (from whom further details of the School and an official application form are obtainable on receipt of a stamped, addressed envelope. (27911) 134020

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT

HOPE HIGH SCHOOL
Eccles Old Road, Salford M6 8BJ

Tel: 061-736 2637.

Required for January, 1982.

House Tutor - Scale 3.

The House Tutor will be responsible for academic progress and will teach in a social education and careers team. An interest in, and qualification for developing remedial teaching across the curriculum would be an advantage.

Send S.A.E. for further details and application form to the Head Teacher.

Please state telephone number or contact number on all correspondence. (27650) 134020

Physical Education

Heads of Department

CUMBRIA

COUNTY COUNCIL
WHITEHAVEN GRAMMAR SCHOOL
(mixed comprehensive 13 - 18 years 813 on roll)
Required for January 1982 a Head of Boys Games. Scale 4. Ability to coach Rugby and Cricket essential and capacity to teach an academic subject up to 'O' level desirable.

Application forms from the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven to be returned to the Head, Whitehaven Grammar School, Cleator Moor Road, Whitehaven. (27901) 134218

DERBYSHIRE

ST. RALPH SHERWIN SCHOOL
Duffield Road, Darley Abbey,
Derby, DE3 1JD
Tel: Derby 557032
11 - 18 Comprehensive (780 boys and girls)
Required for 1st January 1982: Teacher to take charge of Boys' Physical Education throughout the School: up to Scale 3 salary for suitably qualified and experienced candidate. All things being equal, preference will be given to practising Catholics, who should name a religious referee in addition to their professional ones.

Letters of application giving full details of age, qualifications and experience, and naming two referees, should be sent immediately to the Headmaster at the School (from whom further details may be obtained on receipt of S.A.E.) (27764) 134218

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Boyd Avenue, Southall, Middx.
HEAD OF GIRLS P.E. Scale 3, required for January, 1982.

The successful candidate will be an experienced enthusiastic all-rounder, who will maintain the very high standards in the department and continue to develop a varied programme throughout the school and close liaison with the boys PE Department. There are very good facilities for the wide range of indoor and outdoor activities being taught throughout the school. All pupils follow a full course in P.E. and a C.S.E. course is offered for the 4th year.

London Weighting £759. Relocation expenses may be payable.

Forms obtainable from the Head at the School, SAE please, to be returned within 2 weeks of appearance of this advertisement. (28100) 134218

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middx.
1350 Boys and Girls, 12 - 19 years.
Well qualified and experienced HEAD OF GIRLS PHYSICAL EDUCATION DEPARTMENT, Scale 3, required for January, 1982, to organise and teach the subject throughout the school. A person who is prepared to encourage all aspects of the subject including Modern Educational Dance, is sought.

London Weighting £759.
Relocation expenses may be payable.

Applications from the Head, sae please, to be returned within 2 weeks of the appearance of this advertisement. (28093) 134218

HARINGEY

BOROUGH OF HARINGEY
ALEXANDRA PARK SCHOOL
Rhodes Avenue, Wood Green,
London N22 4UT
Headmaster: A.M. NIXON
Mixed Comprehensive School, 140 in the Sixth Form
Telephone numbers: 888 9244 or 888 6922
HEAD OF BOYS' PHYSICAL EDUCATION, SCALE 3
Required from January 1982.
Experienced Teachers of Boys' P.E. with a knowledge of and interest in all aspects of Physical Education and Games are invited to apply for the post. The P.E. Department consists of six full-time Teachers (3 men and 3 women).

Application forms and more detailed job descriptions are available from the Headmaster (s.a.e.). Short-listed candidates will be invited to visit the School prior to interview.

Closing date Friday, 2 October 1981. London Allowance £759 payable. Removal Expenses - 100% allowed in approved cases. (27821) 134218

HAVERING

LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
(Roll 1069 Co.Ed)
Appleby Drive, Romford, RM3 7SJ
Telephone: Ingrebourne 71331
Headteacher: R.J. Bracken, B.A.
S.P.A. ALLOWANCE £201/276 p.a. payable
HEAD OF BOYS P.E. DEPARTMENT, SCALE 3
For suitable applicant, required January 1982, to take charge of boys P.E. and games.

Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: Friday 2nd October, 1981. (29703) 134218

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

CHATHAM HOUSE GRAMMAR SCHOOL
Ramsgate.
740 boys. 6th Form 200

Required for January, well qualified person to take charge of P.E. (Scale 3). The school has a very strong team games record (rugby, hockey, cricket) and an ability to coach at least two of these sports to a high level is essential. A wide range of minority activities is offered in the senior part of the school and commitment to an educational role for the subject is looked for.

Further details of the post and school are available from the Headmaster Telephone No. 0843 51075.

Applications by letter with curriculum vitae and details of two referees should reach him by 1st October. (27903) 134218

NORTH YORKSHIRE

COUNTY COUNCIL
BEDALE SCHOOL
Fitzalan Road, Bedale, North Yorkshire DL8 2EQ
11 - 16 comprehensive. 730 pupils on roll
Required from January, 1982 a well qualified experienced teacher as HEAD OF GIRLS' PHYSICAL EDUCATION (SCALE 2).

The successful candidate will be required to teach in another subject area and should state their subsidiary subjects.

Apply by letter to the Headmaster of the school, giving curriculum vitae and the names and addresses of two referees. (Please enclose sae for further details and acknowledgement). Closing date two weeks after the appearance of the advertisement. (30301) 134218

NORTHAMPTONSHIRE

DAVENTRY GRANGE COMPREHENSIVE SCHOOL
Badby Road West, Daventry,
Northants

Required for January 1982, a Head of Physical Education, Scale 3, for this growing Comprehensive School.

Details and application forms from the Headmaster (s.a.e. please). (27804) 134218

WEST SUSSEX

IFIELD SCHOOL
Lady Margaret Road, Ifield,
Crawley.
HEAD OF GIRLS P.E. - SCALE 3.
Required for January, a well-qualified and experienced specialist to lead a successful, enthusiastic and purposeful department.

The school has extensive playing fields, 3 gyms and is well equipped for most activities for its 1,600 girls and boys of 11 - 18 years.

Details and forms from Headmistress at the school by post or telephone Crawley 26467. (27630) 134218

Scale 2 Posts and above

BRADFORD

CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL
ORANGE SCHOOL
13 - 18 Mixed comprehensive.
Group 12, 12 P.E. With 1950 on roll, including 160 in the sixth and seventh years.
Required for January 1982, a Girls teacher to be responsible for Girls Physical Education. The post is permanent, Scale 2 and ranks second in the P.E. Faculty. The appointed teacher will be able to inspire and develop a wide range of team games, and inividual skills and activities in excellent facilities shared with a local authority Recreation Centre.

Details of the post and school, and application forms may be obtained (s.a.e. please) from the Headteacher, Grange School, Haycliffe Lane, Bradford BD5 9ET (tel. Bradford 573953).

Completed forms should be returned to the Headteacher by 2nd October 1981. Reference ET.47281/TES. (27970) 134220

CAMBRIDGESHIRE

CAMBRIDGE AREA
PARKSIDE COMMUNITY COLLEGE
Cambridge
Required for next January or earlier if possible teacher (Scale 2) to take charge of P.E. and GAMES, in this 11 - 16 boys and girls, school in the centre of Cambridge (Roll 600) comprehensive. Further details from the Principal, Parkside, Cambridge, CB1 1EH. (s.a.e. please). Closing date for applications 2nd October 1981. (30436) 134220

HOUNSLOW

COMMUNITY EDUCATION SERVICE
CRANFORD COMMUNITY SCHOOL
SPORTS HALL MANAGER - see advertisement under Miscellaneous on page 49. (30496) 134220

SECONDARY EDUCATION PHYSICAL EDUCATION

continued

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
ST JOHN FISHER R.C. JUNIOR HIGH SCHOOL
Courtland Road, Hull
Head: C. A. Mulligan
Required from January 1982, a teacher in charge of GIRLS P.E. AND GAMES with some general teaching in the first year. A Scale 2 post is available.

Preference will be given to practising Catholics.

This is a mixed school with approximately 355 pupils aged 9 - 13 on roll.

Application forms available from the Head should be returned by 2nd October, 1981. (30298) 134220

SUFFOLK

HADLEIGH HIGH SCHOOL
(11 - 16 mixed comprehensive, roll 776)
Highlands Road, Hadleigh, IP7 5HU
SCALE 2 Teacher of Girls' Physical Education required January 1982. Excellent facilities including adjacent sports field.

Forms and further details available from Headteacher at school (s.a.e. please) to whom they should be returned. (27899) 134220

Scale 1 Posts

BUCKINGHAMSHIRE

COUNTY COUNCIL

MANDEVILLE COUNTY SECONDARY SCHOOL
Churchill Avenue, Aylesbury
(1036 boys and girls)

Headteacher: D.O. Baker B.A.

Required from 2 November, a temporary full time teacher of Girls' Physical Education during the absence of a permanent teacher on maternity leave.

Candidates should have a knowledge of and an interest in all aspects of Physical Education. Ability to offer lower School Mathematics as a second subject an advantage.

This post may be available on a permanent basis in due course.

Apply by letter to Headmaster with relevant details and names of two referees. (25369) 134222

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
EASTFIELD SECONDARY SCHOOL
Stoney Lane, Lightcliffe, Halifax.
HX3 8TL
Required from October 1981 to Easter 1982 a Temporary Teacher of GIRLS' PHYSICAL EDUCATION with some Art teaching (Scale 1). The vacancy arises due to maternity leave.

Applications by letter by 30 September 1981 to the Headteacher giving full details and names and addresses of two referees. (27691) 134222

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM

CHRISTCHURCH SECONDARY SCHOOL FOR GIRLS
Magpie Hall Road, Chatham,
Kent

Required from 2nd November 1981, a temporary teacher of P.E. Christchurch is a girls Secondary Modern School and an EPA allowance is payable.

Apply to the Headmistress on Medway 45196 or in writing, enclosing S.A.E. for further details. (27916) 134222

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT

GEDLING SCHOOL
Wollaton Avenue, Gedling,
Nottingham NG4 4HX

Acting Headmaster: E.A. Spencer
Mixed: 1075 (11 - 18)

Applications are invited from suitably qualified teachers for the following post:-

For January, teacher (Scale 1) of Girls' Physical Education and Lower School Science.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (27816) 134222

WILTSHIRE

CHURCHFIELDS SCHOOL
Salcombe Grove, Swindon SN3 1ER.
Headmaster: W.G. Gleed,
(Mixed Comprehensive 11 - 18 years; N.O.R. 1319).
Required JANUARY 1982 TEACHER, Scale 1, for GIRLS' P.E.

Letter of application, including names and addresses of two referees to the Headmaster. (28050) 134222

Religious Education

Heads of Department

BEXLEY

LONDON BOROUGH OF BEXLEY

BLACKFEN SCHOOL FOR GIRLS
Blackfen Road, Sidcup, Kent.
DA15 9NU
(Roll 855)
Tel: 01-303 1887

Required for January 1982 Head of Religious Education, SCALE 4. The subject is taught by specialist teachers to mixed ability groups in Years 1 - 3. It is a popular option in years 4 and 5 and Courses lead to C.S.E. 'O' and 'A' level. The Department also contributes to the core subject of General Studies in years 4 and 5 and Liberal Studies in the Sixth Form.

L.A.A. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Apply to Headmistress by letter in the first instance with curriculum vitae and names of 2 referees. [illegible] 134418

LEICESTERSHIRE

WINSTANLEY HIGH SCHOOL
Kingsway North, Braunstone,
Leicester

In the Leicestershire plan for the organisation of secondary education. High 11 - 14.

Roll 740

HEAD OF RELIGIOUS EDUCATION (Currently with English)
Scale 2

Required January, enthusiastic person to organise, teach and supervise the subject.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (27599) 134418

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE GRANBY HIGH SCHOOL
Avondale Road, Harrogate
11 - 18 Comprehensive
Required for January, an experienced teacher as Head of Religious Education. This is a Scale 3 post.

R.E. is taught in Years 1, 2 & 3, with a Social Education programme in Years 4 & 5 to which it is hoped the persons appointed would make some contribution. There are CSE/0 level groups taking the subject and in most years some 'A' level work. The school is a large thriving community on one site with excellent facilities.

Applications should be sent within two weeks to the Headmaster giving full career details and names and addresses of two referees. (30395) 134418

OXFORDSHIRE

COUNTY COUNCIL

LARKMEAD SCHOOL
Faringdon Road, Abingdon

HEAD OF RELIGIOUS STUDIES - SCALE 3

A suitably qualified and enthusiastic teacher is required for January, 1982. The post provides opportunities to develop new courses in Religious Education including work for G.C.E. and C.S.E. examinations and well-established and successful courses in Community Studies.

Application by letter with curriculum vitae and names of two referees to the Headteacher as soon as possible. S.A.E. please. (29854) 134418

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

TIVIDALE COMPREHENSIVE
(11 - 18 Comprehensive)

Required for 1st January 1982: HEAD OF RELIGIOUS STUDIES - Scale 3.

Application forms and further details available from and returnable to Head Teacher, Lower City Road, Tividale, Warley, West Midlands. Closing date 7th October 1981.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify. (25341) 134418

SURREY

ST. JOHN THE BAPTIST RC COMPREHENSIVE SCHOOL
(12 - 18), 8 fe, 150 in Sixth Form,
Elm Bridge Lane, Woking.
(04862 67448)
Readvertisement
Required for Jan 1982 a teacher as Head of RE, Scale 2 to 4 determined according to qualifications and experience of the successful candidate. The person appointed will be expected to take charge of this very successful department and teach the subject to 'A' level. Applicants must be practising Catholics. (28131) 134418

Scale 2 Posts and above

ENFIELD

LONDON BOROUGH OF ENFIELD
ALBANY SCHOOL
Bell Lane, Enfield, Middlesex.
(8 form Mixed Comprehensive) Roll 1250.
January 1982, Scale 2 teacher in charge of Religious Education within Social Studies Department. Some teaching of Lower School Integrated Social Studies required.

London Allowance, £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms (foolscap SAE) obtainable from the Headteacher at the School, to be returned as soon as possible. (27865) 134420

Scale 1 Posts

ESSEX

THE KING EDMUND SCHOOL
Vaughan Close, Rochford
Tel: Southend-on-Sea 545771
(Roll 1350)
RE-ADVERTISEMENT
TEACHER OF RELIGIOUS EDUCATION Scale 1
Required January. Teacher of Religious Education with some specialisation in Humanities. Interest in extra-curricular activities welcome.

Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (28005) 134422

SUFFOLK

CHANTRY HIGH SCHOOL
(11 - 16 mixed comprehensive, roll 1078)
Mallard Way, Ipswich IP2 9LR
SCALE 1 Teacher of Religious Studies required January 1982.

Forms and further details available from Headteacher at school (s.a.e. please) to whom they should be returned. (27988) 134422

Science

Heads of Department

AVON COUNTY

WELLSWAY SCHOOL
Chandag Road, Keynsham, Bristol
BS18 1PH
Wellsway is an 11 - 18 mixed comprehensive school of 1260 pupils, 225 of whom are in the Sixth Form. The school lies in a pleasant and prosperous area, 6 miles from Bristol and 7 miles from Bath, on a large site on the edge of the green belt and close to delightful countryside.
Required for January 1982 a well qualified Head of Chemistry (Scale 3). The Science department is strong, well resourced, there is technical assistance and Chemistry is a popular option at all levels. The successful candidate will be expected to maintain the high level of achievement at 'A' and Oxbridge level and must be committed to high standards and the need for curriculum development throughout the school.

Please apply immediately to the Headteacher at the school, giving full details of age, qualifications, experience, interests, a telephone number and the name of two referees. (35338) 134818

ESSEX

THE PARK SCHOOL
Rawreth Lane, Rayleigh
Tel: Rayleigh 781322
(Roll 1200 mixed, 11 - 16)
HEAD OF SCIENCE Scale 4
Vacancy due to promotion. To lead enthusiastic department. Excellent facilities in modern Science block. Previous applicants will be reconsidered.

Application by letter should reach Headmaster by 5th October, 1981, and include complete and relevant facts and details of two referees. (28003) 134818

HAMPSHIRE

THE DEANERY SCHOOL
Marsh Lane, Southampton, SO1 1EX
(12 - 16 Mixed Compehensive: NOR 400).
Required for January. Head of Science - Scale 3+S.P.A.

To teach Chemistry and some Physics to 'O' Level.

S.A.E. to Head for further details by 25th September. (27965) 134818

HARINGEY

(BOROUGH OF HARINGEY)
THE SOMERSET SCHOOL
White Hart Lane, Tottenham, N17 8HL.
Voluntary Controlled Boys' Comprehensive School.
Teacher for HEAD OF BIOLOGY post required for January 1982, working within the structure of a Science Faculty. The subject is organised in Years 3 to 6 with courses in C.S.E., G.C.E. 'O' and 'A' Levels. There are two modern laboratories and a greenhouse, with good support from technical staff. A willingness to assist with Introductory Integrated Science would be an advantage.

SCALE 3 post available for suitably qualified candidate.

Application forms and further details available from the School (s.a.e.) CLOSING DATE FRIDAY 2 OCTOBER 1981.

London Allowance (£759) payable.

Removal Expenses - 100% allowed in approved cases. (27861) 134818

DEVON

Please see displayed advertisement on page......... (27645) 134818

EAST SUSSEX

COUNTY COUNCIL
PRIORY SCHOOL
Mountfield Road, Lewes, East Sussex, BN7 2XD
Required for January, 1982, HEAD OF PHYSICS DEPARTMENT (SCALE 3). Relocation grants available in approved cases.

Further details and application forms (S.A.E.please) from the Headmaster, to whom they should be returned within 14 days of the appearance of this advertisement. (28017) 134818

HEREFORD AND WORCESTER

COUNTY COUNCIL
EDUCATION DEPARTMENT

NUNNERY WOOD SECONDARY SCHOOL
Spetchley Road, Worcester.
WR5 2LT

(N.O.R. 1080, 11 - 16)

Required for January, 1982, Head of Science Department (Scale 4).

Applications are invited from experienced graduate teachers of Science to lead a large and successful department. There are established G.C.E. and C.S.E. examination courses in the three major sciences.

Further details and application forms obtainable from the Headmaster on receipt of a foolscap s.a.e. (25336) 134818

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
ST. MICHAEL'S R.C. BOYS' SCHOOL
Sandown Road, Stevenage, Herts.
Tel. No. (0438) 2921.
Roll: 600
Head of Science Faculty, Scale 4, required for January 1982.

The School is an 11 - 18 all-ability school serving the Roman Catholic community of Stevenage and North Hertfordshire.

Applicants should be graduates with suitable teaching experience and the capacity to organise and develop an important department.

Applications to the Headmaster by 30th September. Telephone for further information. (27881) 134818

LEICESTERSHIRE

WINSTANLEY HIGH SCHOOL
Kingsway North, Braunstone,
Leicester.

In the Leicestershire plan for the organisation of secondary education. High 11 - 14
Roll 740

HEAD OF BIOLOGY - Scale 2

Required January an experienced and enthusiastic teacher to develop biology within the Maths/Science faculty. The successful candidate will teach biology and integrated science and take responsibility for the greenhouse and environmental area.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (27600) 134818

NORFOLK

HEARTSEASE SCHOOL
Marryat Road, Norwich NR7 9DF
Tel: Norwich 35178

No. on Roll: 1050 (mixed 12 - 18 years)

Required from January 1982 a well qualified Head of Physics to take over a successful Department within the Science faculty and to teach the subject up to 'A' level. Scale 2 allowance.

Please write immediately to the Headmaster with curriculum vitae and names and addresses of two referees. (27604) 134818

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT

GEDLING SCHOOL
Wollaton Avenue, Gedling,
Nottingham NG4 4HX

Acting Headmaster: E.A. Spencer
Mixed: 1075 (11 - 18)

Applications are invited from suitably qualified teachers for the following post:-

For January, teacher (Scale 3) as Head of Chemistry, to teach Nuffield Chemistry to C.S.E., 'O' and 'A' levels. Well equipped laboratories.

Applications (no forms) to the Headmaster, with names of two referees as soon as possible. (27811) 134818

OXFORDSHIRE

COUNTY COUNCIL

MILHAM FORD SCHOOL
Harberton Mead, Oxford, OX3 0DF

Girls upper comprehensive 13 - 18 650 on roll

Required for January 1982, Head of Science Scale 4. This is a challenging post for a well qualified teacher, able to offer leadership in a well established science department. The post involves teaching physics to A level, and ability to offer another science and/or mathematics would be an advantage though not essential.

Please apply to the Headteacher enclosing curriculum vitae and names of two referees.

Further particulars will be sent to all applicants who enclose an S.A.E. (27774) 134818

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, Essex, IG8 7DH

Telephone: 01-504 9618

Headmaster: A C R Duke, M.A.

Required from January 82: an experienced teacher to run the Computer Studies Department in this 11 - 18 mixed comprehensive school. Courses to 'O' and CSE levels are already established. Facilities include 2 micros, a Teletype printer and a modern. There are good prospects of entending hardware and curriculum. The post is on Scale 3 with Outer London Allowance of £498.

Forms and further details are available from the Head at the school, to whom completed applications are returnable by 1.10.81. (27785) 134818

SOUTH GLAMORGAN

UNITED WORLD COLLEGE OF THE ATLANTIC
Head of Chemistry - see Display in Sixth Form & Tertiary College Section. (30268) 134818

SUTTON

LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey.
SM1 3DY.
Tel: 01-641 2080, Headmaster: Mr J Siddle, MEd, MIBiol.
Purpose built comprehensive school for 1170 pupils with 170 in the Sixth Form.
Head of Biology, Scale 3, September 1982 with comprehensive school experience. Field study courses are a regular feature of the curriculum. Successful candidates will be required to maintain the high standards of Advanced Level work and liason with Universities and Polytechnics.

Letters of application by 2 October 1981 to the Headteacher.

This is a re-advertisement - previous applicants need not re-apply. (27981) 134818

Scale 2 Posts and above

BEDFORD

Southern Area
QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable, Beds.
Headmistress: Miss G.M. Scott, B.A., J.P.
N.O.R. 1050 September 1981
Required for January 1982 well qualified teacher of Physics (Scale 2) to be in charge of the subject and to teach it up to and including 'A', 'O' and C.S.E. levels. Well equipped laboratories and technician help.

Application forms are obtainable from and returnable to the Headmistress at the school (SAE please). (27988) 134820

EALING

LONDON BOROUGH OF EALING
Education Service
BRENTSIDE HIGH SCHOOL
Greenford Avenue, Hanwell,
London W7 1JJ
Required for September 1981, teacher of Physics, able to teach throughout the school, including CSE 'O' and 'A' level courses. An interest in Electronics would be useful. Excellent facilities.

Scale 2 available for appropriately qualified candidate.

London Weighting £759.

Apply by letter of Headmaster (SAE). (27772) 134820

HAMPSHIRE

ST. GEORGE CATHOLIC SCHOOL
Leaside Way, Southampton, SO2 3DQ.
(11 - 16 Boys Comprehensive: NOR 590)
Required for January, Scale 2 - Experienced graduate Biologist to teach subject up to CSE/GCE 'O' Level in this 11 - 16 boys Catholic School. Experience of Nuffield Biology and willingness to assist with extra curricular programme an advantage.

Apply by letter with S.A.E. to Head with curriculum vitae and names of two educational referees by 25th September. (27959) 134820

HAVERING

LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford, RM3 7SJ
Telephone: Ingrebourne 71331
(Roll 1069 Co.Ed)
Headteacher: R.J. Bracken, B.A.
S.P.A. Allowance £201/276 p.a. payable
SCIENCE, SCALE 2
Required January 1982, preferably able to offer Physics to 'O' level. Good possibility of 'A' level work for right applicant.

Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: Friday 2nd October, 1981. (29701) 134820

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
SHEREDES SCHOOL
Cock Lane, Hoddesdon, Herts.
REQUIRED FOR JANUARY 1982.
HEAD OF PHYSICS (Scale 3), to teach Nuffield A-level Physics, part of SCISP and other forms of Integrated Science.

The successful candidate will be required to develop strategies for Physics education of both staff and pupils within an Integrated Science framework. An interest in Computers and curriculum development towards technology or Science in society would be an advantage.

This is a purpose-built mixed comprehensive school (940 on roll) with seven laboratories and large preparation rooms. The excellent facilities include a well-equipped Resource Centre.

Write immediately to the Headmistress, giving interests and curriculum vitae and the names of two referees. (30426) 134820

HERTFORDSHIRE

COUNTY COUNCIL
East Herts Division
ST. MARY'S HIGH SCHOOL
(Church of England)
Churchgate, Cheshunt, Herts. EN8 9ED
GROUP 10
All-ability school 900 pupils (boys and girls 11 - 18).
London Fringe Allowance payable.
Required for January 1982 - Teacher of Biology (Scale II) post available for a well qualified and experinced applicant. 'A' level, 'O' Level and C.S.E. courses are well established.

The successful candidate will be required to teach Integrated Science in the first two years.

Applications with full curriculum vitae and details of two referees to the Headmaster. (27994) 134820

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION

PENT VALLEY SECONDARY SCHOOL
Surrenden Road, Folkestone,
Kent CT19 4AQ

Required for January 1982. A Head of Science (Scale 3).

Nuffield Intergrated and Combined Sciences are taught as well as the specialised subjects in the Upper School. A candidate with an interest and ability in the Physical Sciences is sought.

A well qualified and experienced candidate may be considered for the Leadership of the Mathematics/Science Faculty at Scale 4.

Application Forms and further particulars may be obtained from the Headmaster at the School. (27919) 134820

OXFORDSHIRE

COUNTY COUNCIL

WOOD GREEN SCHOOL
Woodstock Road, Witney

Group 11

11 - 18, 930 mixed.

Required for January 1982, a well qualified and experienced teacher as Head of Biology (Scale 3) to be responsible for organizing the subject throughout the school in consultation with the Head of Science.

This appointment offers an excellent opportunity for an enthusiastic teacher to maintain and develop the work of a successful department and to contribute to the continued development of science teaching in the school.

Application forms and further particulars may be obtained from the Headteacher (first class S.A.E. or telephone Witney 2355) and application forms should be returned as quickly as possible. (27775) 134820

SUFFOLK

EAST BERGHOLT HIGH SCHOOL
(11 - 16 mixed comprehensive, roll 890)
East Bergholt, Colchester, Essex.
SCALE 2 HEAD OF LOWER SCHOOL SCIENCE required January 1982.

Forms and further details available from Headteacher at school (s.a.e. please) to whom they should be returned. (27857) 134820

SURREY

EPSOM COLLEGE
Surrey
590 boys, 48 girls (380 boarders, 260 day pupils) Sixth Form of 280.
Required for January 1982.

Well qualified graduate to teach PHYSICS throughout the school up to A level. Experience not essential. Accommodation available for single person. Own salary scale. Good games and an interest in the activities of a boarding school an advantage.

Please apply with full curriculum vitae and the names of two referees to Headmaster, Epsom College, Epsom, Surrey. (28036) 134820

WILTSHIRE

BRADON FOREST SCHOOL
Purton near Swindon
Comprehensive, co-educational, 11 - 16
730 on roll with numbers constant for the foreseeable future).
Required for January 1982, a RURAL SCIENCE specialist teacher (Scale 2 for suitable experienced candidate) to teach combined science with the lower forms and rural science elsewhere.

There are well established examination courses with scope for further development.

Facilities are excellent and include two greenhouses, potting shed and a large garden. A groundsman/gardener assists with the subject.

The School, which is modern, serves a rural area of the Wiltshire/Gloucestershire Cotswolds.

Letters of application giving a curriculum vitae and including the names of two referees should be sent to the Headmaster to arrive not later than Friday, 2nd October 1981. Please include a stamped, addressed foolscap envelope for further details. (27558) 134820

WILTSHIRE

SALISBURY SOUTH WILTS GRAMMAR SCHOOL
850 pupils: Sixth Form 220
Required for September a good Honours graduate in Physics to share the work of the department to Advanced level and Oxbridge Entrance standard. Strong Science tradition in the school with Physics a popular choice at 'O' and 'A' level. Scale according to qualifications and experience.

Please apply to the Headmistress, giving full details of qualifications and experience with the names and telephone numbers of two academic referees. Telephone: Salisbury (0722) 23326. (30384) 134820

Scale 1 Posts

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
NAB WOOD GRAMMAR SCHOOL
(13 - 18 Comprehensive)
Required for 2nd November 1981, a teacher of Chemistry and Integrated Science. Scale 1.

This is a temporary appointment to replace a teacher on maternity leave. The Department is a flourishing one in a well-developed new school with excellent facilities for Science teaching and strong technical support.

Further details and application forms may be obtained from the Headteacher, Nab Wood Grammar School, Cottingley New Road, Bingley, West Yorkshire, BD16 1TZ (s.a.e. please).

Completed forms should be returned to the Headteacher by 30th September 1981. Reference ET.47181/TES. (27971) 134822

BUCKINGHAMSHIRE

Beaconsfield/Chiltern Division
CHESHAM HIGH SCHOOL
White Hill, Chesham.
Head: K.D. Stokes, B.Sc.
Required as soon as possible, a full time graduate teacher of Physics with ability to offer some Mathematics. Applications from teachers able to offer part-time would also be considered.

Please apply to the Headteacher with details of experience and qualifications and the names of 2 referees. S.A.E. please. (27978) 134822

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
EXLEY SECONDARY SCHOOL
Park Lane, Exley, Halifax, HX3 9LG
Required as soon as possible for the 1981-82 academic year only, a Temporary Teacher of SCIENCE, (Scale 1) in this 4 form entry co-educational secondary modern school.

Applications by letter to the Headteacher by 28 September 1981, giving full details and names and addresses of two referees. (27893) 134822

CORNWALL

EDUCATION COMMITTEE
There is a Removal Expenses Scheme.
ST AUSTELL SIXTH FORM COLLEGE
Trevarthian Road, St Austell,
Cornwall PL25 4BZ.
Group No: 11
No. on Roll: 500
Sixth Form of 500
Principal: Mr R.H. Thomas, M.A.
BIOLOGY - Scale 1
Wanted for January 1982 a teacher of Biology to teach to 'O', 'A' and 'S' level. A willingness to take part in General Studies and extra-curricular activities and to interest himself/herself with the less able student will be welcome.

Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster. (25314) 134822

EALING

LONDON BOROUGH OF EALING
Education Service.
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
(Mixed Comprehensive: 1,350 on roll).
Physicist (Scale 1) required for January 1982 or as soon as possible to join a large established department currently running courses to 'A' and 'O' level and CSE (Mode 3) level. The candidate would be expected to teach some junior combined science. A suitable candidate could be considered for a Scale 2 post.

Application forms from the Headteacher at the School (SAE). (30401) 134822

ESSEX

ST. MARTIN'S SCHOOL
Hanging Hill Lane, Hutton,
Brentwood
Tel: 0277 227650
(Roll 1050)
Required for January, participating in teaching to 'A' and 'S' levels. Scale 2 can be available for responsibility as second in department for experienced Teacher.

Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (28006) 134822

HARINGEY

BOROUGH OF HARINGEY
ALEXANDRA PARK SCHOOL
Rhodes Avenue, Wood Green,
London N22 4UT
Headmaster: A.M. NIXON
Mixed Comprehensive School, 140 in the Sixth Form
Telephone Numbers: 888 9244 or 888 6922
TEACHER OF SCIENCE, SCALE I, required from January 1982.

A Teacher of Science, with a background of Chemistry or Biology, is required to teach throughout the School, including Integrated Science in the Lower School. All Science is taught in modern laboratories by an enthusiastic team of seven Science specialists.

Application forms and more detailed job descriptions are available from the Headmaster (s.a.e.). Short-listed candidates will be invited to visit the School prior to interview.

Closing date Friday, 2 October 1981. London Allowance - (£759) payable. Removal Expenses - 100% allowed in approved cases. (27823) 134822

NORTHAMPTONSHIRE

WELLINGBOROUGH WESTFIELD SCHOOL
Brickhill Road, Wellingborough,
Northants NN8 3JS

Required for January 1982 a graduate teacher (Scale 1) to teach Physics and General Science in this 11 - 18 boys school of 880 pupils. The immediate requirement is to teach physics to 'O' level, a mode 3 CSE modular course in general science, and some Nuffield Combined Science in the lower school. There would subsequently be an opportunity to share the teaching of Nuffield 'A' level physics for a suitably qualified applicant.

Details and application forms from the Headmaster (sae please) (27802) 134822

SECONDARY SCIENCE

continued

OXFORDSHIRE
COUNTY COUNCIL

WHEATLEY PARK SCHOOL
Holton, Oxford OX9 1QH

Required for January, 1982, a teacher of Chemistry (Scale 1). The person appointed will be expected to teach the subject to A and S Levels and Combined Science to all levels and abilities.

Further particulars available upon receipt of a stamped addressed envelope. Apply in writing to the Head Teacher of the School outlining age, qualifications, experience, and giving the names of two referees. (25242) 134822

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford, IG2 6HX

Tel: 01 554 3608

Head: Miss J Thompson M.A.

Required from September 81 a teacher of Physical Sciences for this 11 - 18 mixed 6FE comprehensive school with 110 in the Sixth Form. The ability to offer 'A' level Physics would be advantageous. The post is on Scale 1 with Outer London allowance of £498.

Apply by letter to the Head at the school, giving full details of age, qualifications, etc., with details of 2 referees, as soon as possible.

(29830) 134822

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

OSSETT SCHOOL
(11 - 18) Mixed Comprehensive.
(No. on roll 1437)

Required for January 1982, a well qualified teacher of BIOLOGY, Scale 1. Must be capable of teaching Biology to 'A' level, 'O' level and C.S.E. and interested in teaching General Science courses in the Lower School.

Application forms and further details available (on receipt of s.a.e.) from the Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (27634) 134822

Social Studies

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Dartford Division

DOWNS SCHOOL
Green Street Green Road, Dartford, DA1 1QE
Roll 1500 (Mixed).

Required January 1982 a Graduate teacher able to offer Sociology and Economics to 'A' level and some History which is taught to C.S.E. and G.C.E. 'O' and 'A' level. Scale 2. Fringe Allowance. Candidates seeking first appointments considered for Scale 1 post.

Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside.

Applications to the Headmaster with full curriculum vitae, s.a.e., and names of two referees. (27920) 135020

Speech and Drama

Scale 2 Posts and above

HARINGEY
(BOROUGH OF HARINGEY)
THE SOMERSET SCHOOL
White Hart Lane, Tottenham, N17 8HL.
Voluntary Controlled Boys' Comprehensive School.

A specialist is required for January 1982 to teach ENGLISH at all levels, who is particularly equipped to initiate classroom DRAMA in the Lower School and influence other members of the Faculty to incorporate Drama into normal course work.

SCALE 2 post available for suitable applicant.

Application forms and further details available from the School (s.a.e.). CLOSING DATE FRIDAY 2 OCTOBER 1981.

London Allowance (£759) payable.

Removal Expenses - 100% allowed in approved cases. (27864) 135220

Technical Studies

Heads of Department

BEXLEY
LONDON BOROUGH OF BEXLEY

RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent.
DA18 4DW
Tel: 01-300-0111
Roll 950 Mixed (11 - 18)

Required for January, 1982 Head of Craft Technology Dept., Scale 3 (Scale 4 available for teacher able to offer pastoral work), to join well equipped Design Department, 5 workshops. Work to C.S.E. and 'O' level and developing to 'A' level. Further details from the Headmaster. Readvertisement - previous applicants reconsidered.

L.A.A. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Requests for application forms (enclosing foolscap s.a.e.) should be sent to the Headmaster. (25239) 135418

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE

Application forms for the following HIGH SCHOOL appointment are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement.

WHITLEY BAY HIGH SCHOOL, Deneholm, Whitley Bay, Tyne & Wear, NE25 9AS. Headteacher: Mr. J.F. Dwyer, J.P., M.A. Required for 1st January, 1982.

Scale 4 HEAD OF TECHNICAL STUDIES DEPARTMENT in this High School serving the age range of 13 - 18 years. (27899) 135418

OXFORDSHIRE
COUNTY COUNCIL

BICESTER SCHOOL
Queen's Avenue, Bicester, Oxford.

Required for January 1982 a Head of the Technical Department (Scale 3). The department teaches pupils throughout this 11 - 18 comprehensive school of 950. Subjects taught include woodwork, metalwork, design technology and technical drawing. Pupils sit examinations at C.S.E., C.E.E., 'O' and 'A' levels.

For further information please telephone the Headteacher or the Deputy Head on Bicester 43331.

Applications by letter please, enclosing curriculum vitae and quoting the names, addresses and telephone numbers of two referees, by Friday, October 2nd. Please enclose a S.A.E. (25243) 135418

WEST SUSSEX

SACKVILLE SCHOOL
Lewes Road, East Grinstead

Required January, 1982 HEAD OF CRAFT, DESIGN and TECHNOLOGY. SCALE 3 to organise and develop department along current trends. Well equipped specialist accommodation.

This is a mixed 11 - 18 comprehensive school of 1600 (200 in 6th form).

Form and particulars from Headmaster on receipt of s.a.e. (30279) 135418

Scale 2 Posts and above

BARNET

LONDON BOROUGH OF BARNET
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley N12.
01-368 1783
Mixed Comprehensive. Roll 1096.
Sixth Form 169

Required January 1982. TEACHER OF CRAFT, DESIGN TECHNOLOGY Scale 3, as second in developing department.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (27828) 135420

NORFOLK

SWAFFHAM HAMOND'S HIGH SCHOOL
Brandon Road, Swaffham

Roll 900 12 - 18 years

Scale 2 Metalwork within Craft, Design and Technology Department required January 1982.

Apply by letter giving curriculum vitae and names of two referees to the Headmaster. For further details send s.a.e.

Removal expenses paid within Authority's scheme. (27607) 135420

SUFFOLK

ORWELL HIGH SCHOOL
(11 - 18 mixed comprehensive, roll 1141)
Maidstone Road, Felixstowe IP11 9EF

SCALE 2 Teacher of Craft Design Technology required January 1982.

Forms and further details available from Headteacher at school (s.a.e. please) to whom they should be returned. (27997) 135420

WEST SUSSEX

FELPHAM COMPREHENSIVE SCHOOL
Felpham Way, Felpham, Bognor Regis, PO22 8EL
(Group 11, 1195 on roll)

Required January 1982 Teacher of Craft Design and Technology, Scale 2 in charge of Lower School work. Person appointed will need particular skills in metal work, technology and technical graphics to teach at all levels to VI form.

Form and details from Headmaster on receipt of foolscap s.a.e. (30277) 135420

Scale 1 Posts

AVON COUNTY

WELLSWAY SCHOOL
Chandag Road, Keynsham, Bristol BS18 1PH

Wellsway is an 11 - 18 mixed comprehensive school of 1260 pupils, 225 of whom are in the Sixth Form. The school lies in a pleasant and prosperous area, 6 miles from Bristol and 7 miles from Bath, on a large site on the edge of the green belt and close to delightful countryside.

Required for January 1982 a well qualified teacher of Technical Studies to teach Metalwork and Technical Drawing up to GCE O level and including General Studies in the Sixth Form.

Please apply immediately by letter to the Headteacher at the school, giving full details of age, qualifications, experience, interests, a telephone number and the names of two referees. (25331) 135498

CUMBRIA

COUNTY COUNCIL
MORTON SCHOOL
Carlisle.
(Mixed, 11 - 18 years - 1452 on roll)

Required for January 1982, an Assistant Teacher of Metalwork for this well-equipped, purpose-built Ten Form entry comprehensive school. The successful candidate will teach the subject throughout the age and ability range up to and including examination level. Scale 1.

Application forms and further details from the Head at the School, Wigton Road, Carlisle as soon as possible. (27856) 135498

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

WEST BRIDGFORD COMPREHENSIVE SCHOOL
Loughborough Road, West Bridgford, Nottingham NG2 7FA

Headmaster: B.A. Marden, B.Sc
Mixed: 1240 (11 - 18)

Applications are invited from suitably qualified teachers for the following post:-

For January, teacher (Scale 1) of Technical Studies to teach up to 'A' level, mainly in Woodwork, Metalwork and Technical Drawing. An interest in out of school activities welcomed.

Applications (no forms) to Headmaster, with names of two referees, as soon as possible. (27813) 135422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

CHRIST'S SCHOOL
Queen's Road, Richmond.
Surrey TW10 6HW
(11 - 16 mixed comprehensive)

Six form entry, ecumenical voluntary aided school for Anglicans and Roman Catholics, occupying modern buildings on either side of the road in a pleasant area close to Richmond Park.

CRAFT, DESIGN AND TECHNOLOGY (CDT) SCALE 1

A teacher is required for January 1982 to work in the Craft, Design and Technology department to teach principally Technical Drawing. The ability to teach Design and Technology would be an advantage. This is a developing department and there would be plenty of scope for an enthusiastic teacher to contribute his/her own ideas.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable to the Headmaster at the school by 2nd October 1981. (27618) 135422

WILTSHIRE

EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wiltshire, SN4 9DR.
Tele: Swindon (0793) 812834.

Required for Autumn Term 1981, temporary teacher of Woodwork or Craft, Scale 1.

The school is conveniently situated close to the Marlborough Downs and has a good range of general facilities, including squash courts and a 25m indoor heated swimming pool.

Apply immediately to the Headmaster at the school. (27895) 135422

Other than by Subject Classification

Heads of Department

CUMBRIA

COUNTY COUNCIL
ST. AIDAN'S SCHOOL
Carlisle.
(mixed comprehensive 11 - 18 years. 1250 on roll.
Fully comprehensive, non-denominational, organised pastorally in three horizontal schools and academically in seven faculties.

FACULTY OF ENVIRONMENTAL STUDIES HEAD OF GEOGRAPHY DEPARTMENT Scale 3.

Required for January 1982, an energetic, experienced and scholarly teacher to lead an established department with a reputation for innovation and outstanding academic results at all levels, based on modern syllabuses. The school, with its own Field Centre at Little Langdale has a comprehensive programme of Field Work from the 1st year to 6th Form for which foreign courses have been developed.

Application forms and further details from the Head at the school (s.a.e. please). (27855) 135618

ESSEX

ST. HELENA SCHOOL
Sheepen Road, Colchester
Tel: Colchester 72253/4
(Roll 1,000)

HEAD OF RESOURCES SCALE 3 January 1982, experienced enthusiastic teacher to develop a central resources unit and staff support services.

Application form and further details from the Headmaster. (foolscap s.a.e. please). (28004) 135618

Scale 2 Posts and above

WARWICKSHIRE

ATHERSTONE SCHOOL
Long Street, Atherstone, CV9 1AE

(12 - 18 comprehensive 1100 on roll)

Required January 1982. Head of Library/Resources and teacher of English, Scale 3. Person appointed will be energetic, imaginative, efficient and committed to individual learning; he/she should be prepared to spend 3 or 4 years establishing a Library/Resources Centre in the School.

Apply by letter to Head at the School giving names and addresses of 2 referees.

Further details available by enclosing SAE or telephoning Atherstone 2263. Closing date 30th September 1981. (30418) 135620

BIRMINGHAM
CITY OF BIRMINGHAM
Education Department

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with s.a.e. to Head of School.

FAIRFAX SCHOOL
Fairfax Road, Sutton Coldfield.
B75 7JT

Required January:

(a) Scale 2 Second in HOME ECONOMICS DEPT. Well qualified and experienced specialist to teach throughout age and ability range.

(b) Scale 4 HEAD OF MATHEMATICS DEPT. Well qualified, experienced and forward looking specialist to take charge of large department, including VI form.

HANDSWORTH NEW ROAD SCHOOL
B18 4PQ

Required January: Second in charge of CRAFT DEPARTMENT. Scale 2/3 for suitable applicant.

PERRY COMMON SCHOOL
Faulkners Farm Drive, B23 7XP

Required January: Assistant for MATHEMATICS. Well-qualified teacher required to be second in department. Scale 2 or 3 according to experience. Teaching to external examination level. (Physics an advantage).

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with the names of 2 referees and s.a.e.

ILMINGTON SCHOOL
Barnes Hill, B29 5LL

Required as soon as possible: Teacher for COMMERCE, to include Shorthand-Typing and Office Practice.

PERRY COMMON SCHOOL
Faulkners Farm Drive, B23 7XP

Teacher required to teach MATHEMATICS, mainly in lower school. Some more advanced work possible. Suitable for a new entrant to the profession. (Physics an advantage).

There is a scheme for assistance with removal expenses.

Creche/nursery facilities may be available in certain cases. (25362) 135620

DORSET

BEAMINSTER SCHOOL
Beaminster.
(Mixed Comprehensive: Roll 670 - 70 in Sixth Form)

Required January: A Head of Individual Learning Dept. (Scale 3). This is a new post created to develop provision for Slow Learners and Under Achievers throughout the school. Specialist accommodation is provided.

Application form and further details (sae) from Headmaster to be returned by 5 October. (25298) 135620

Scale 1 Posts

BRENT

LONDON BOROUGH OF BRENT
JOHN KELLY BOYS' HIGH SCHOOL
Crest Road, NW2 7SN
(Roll 811, 11 - 18, Social Priority School)

Required as soon as possible TEACHER (Scale 1 - Scale 2 available for suitably qualified and experienced Teacher) for BRENT EDUCATIONAL WORKSHOP. This is an alternative education unit for 15 boys and girls aged 14 - 16 who have had difficulty in fitting in to ordinary secondary education. The unit is administered by John Kelly Boys High School but is situated in a private house adjoining a park. A teacher is sought who has an interest in and experience of this kind of unit. Please state teaching areas.

London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing sae for reply. (28109) 135622

BUCKINGHAMSHIRE

COUNTY COUNCIL
GRANGE COUNTY SECONDARY SCHOOL
Wendover Way, Aylesbury.
Head Teacher: R.H. Jones, B.A.
Roll: 1200
Scale: One

Experienced teacher to work mainly with pupils of Ethnic minority origin. Experience of and qualifications in teaching English as a Second Language desirable.

Assistance with removal expenses is given in approved cases.

Application forms/further particulars available on receipt of s.a.e. from the Headteacher. (27882) 135622

NORTH YORKSHIRE

COUNTY COUNCIL
See main ad under Youth and Community display. (25123) 135622

OXFORDSHIRE
COUNTY COUNCIL

PART-TIME PERIPATETIC TEACHER OF ENGLISH AS A SECOND LANGUAGE TO BE BASED IN BANBURY.

Required as soon as possible, a part-time peripatetic teacher of English as a Second Language (0.4 - Scale 1) to help pupils of all age ranges who are in need of basic or second stage English help. Although previous teaching experience of English as Second Language is desirable, a genuine interest in the furthering of Multi-Cultural Education, in its broader aspects, is essential.

Application forms and further particulars (S.A.E. please), from The Advisory Centre for Multi-Cultural Education, East Oxford First School, Union Street, Oxford, OX4 1JP to be returned within 14 days. (29836) 135620

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT

DURNFORD HIGH (11 - 14)
Durnford Street, Middleton, Manchester
Tel: 061-643-3945

Required for January 1982 SCALE 1 ART and associated crafts to work in a Creative Arts Team covering between them art and craft, drama and music.

Application forms and further particulars available from the Headmaster at the school to whom they should be returned.

REDBROOK
Bridgefold Road, Rochdale
Tel: Rochdale 49666
(10 - 13)

Team Leader Scale 3 Language Development and Curriculum Integration.

Application forms and further details from the Headmaster at the school to whom they should be returned.

BALDERSTONE COMMUNITY SCHOOL
Queen Victoria Street, Rochdale
Tel: Rochdale 45049
(13 - 18)

Required for January 1982.

(1) HEAD OF DEPARTMENT FOR HOME ECONOMICS SCALE 3.

The department has well established courses in Nutrition and Cookery, Needlework and Health Education (Sixth). Courses are offered at C.S.E., 16+'O' and 'A' level. The department is housed in a modern suite of rooms. This is a challenging post as there are ample scope for curriculum development. The successful candidate will have experience in a similar department and proven academic experience to 'A' level.

(2) HEAD OF GIRLS PHYSICAL EDUCATION SCALE 2.

To teach and develop the full range of all aspects of Physical Education/Games. There are two other female members of the Department. Facilities include Sports Hall, Gymnasium, Playing Fields and Redgra area.

Apply by letter to the Headteacher at the School stating details of age, education and experience together with the names and addresses of two referees.

OULDER HILL COMMUNITY
Hudson's Walk, Rochdale
Tel: Rochdale 53222
(13 - 18)

READVERTISEMENT

HEAD OF MATHEMATICS DEPARTMENT, SCALE 4

Attractive new school with community facilities. Purpose built mathematics suite. Full range of courses up to Oxbridge entrance. Previous applicants need not re-apply as their applications will be automatically reconsidered.

Application forms available from the Headmaster at the school to whom they should be returned.

SUTHERLAND HIGH SCHOOL
Sutherland Road, Darnhill, Heywood
Tel: Heywood 60466
(11 - 18)

(1) TEMPORARY SCALE 1 MATHEMATICS, 'A' Level, 'O' level, SMP, ALGEB, CSE Mode 1 and Mode III, possibility of sixth form work.

(2) TEMPORARY SCALE 1 BIOLOGY preferably with Chemistry as a second subject to teach to all levels (11 - 18).

Application forms available from the Headteacher at the school to whom they should be returned.

ENGLISH LANGUAGE SUPPORT SERVICE

ENGLISH TEACHING CENTRE
CASTLEMERE SCHOOL
Tweedale Street, Rochdale
Tel: Rochdale 47078

The E.L.S.S. is seeking to appoint 6 suitably experienced and qualified teachers to form a team working in the Authority's Primary Schools. Experience of working in multi-racial primary school in the area and 2nd Language, Language development would be an advantage.

Posts are offered at Scale 2 with Scale 3 available to appropriately experienced candidates.

Application forms and further details from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale, on receipt of a stamped addressed envelope and should be returned to the E.L.S.S.

ALDERMAN KAY ESN(M)
Tintern Road, Hollin,
Middleton, Manchester
Tel: 061-643-4917

Required for January 1982 or sooner if possible. Enthusiastic, experienced teachers are required for the following:-

(1) BOYS PE AND GAMES, SCALE 1 +SCA. This will be throughout the school with the exception of the children in Junior Units 1 and 2. Full responsibility for the running of school teams, ordering and care of PE equipment and stocks. To take a full part in out of school pursuits. Some general teaching. This will amount to approximately a quarter of the time table.

(2) Suitably qualified and experienced teacher of WOOD/METALWORK. The ages of the children in the school range from 5 - 16 years but the person appointed will work mainly in the senior department. A genuine interest in children with learning difficulties is essential and the successful candidate will be expected to work closely with the Pottery/Light Craft Department and to take a full part in the schools preparation for work scheme and its corporate life. Scale 2(s) post.

Application forms available from the Chief Education Officer on receipt of a stamped addressed envelope and should be returned to the Headteacher. (28066) 135622

Sixth Form and Tertiary Colleges

Deputy Headships Second Masters/ Mistresses

ESSEX

SIXTH FORM CENTRE
Spinks Lane, Witham
DIRECTOR OF STUDIES
(Deputy Head Scale - Group 10)

Applications are invited for the post of Director of Studies of the Witham Sixth Form Centre to take up appointment in January 1982.

The Centre is to be established in September 1982 to provide for the education of pupils from the two existing Witham comprehensive schools - Rickstones School (5 f.e.) and Bramston School (8 f.e.). The Centre will be based on the site of Bramston School and the Director will be responsible to the Heads of both schools.

Further details and application form from Area Education Officer, Crossman House, Station Approach, Braintree, CM7 7QA, to be returned by 30th September 1981. (28007) 140012

Heads of Department

HARROW

EDUCATION COMMITTEE
LOWLANDS SIXTH FORM COLLEGE
Lowlands Road, Harrow, Middlesex
Tel: 01-422 2388

Senior Teacher required for January 1982. The post is that of Senior Tutor to approximately one-third of the students in the college and the responsibilities include co-ordinating and leading a team of tutors.

The post carries a teaching commitment in appropriate subject areas.

Application forms from and to be returned to the Principal by 28th September 1981.

Please enclose stamped addressed envelope. (27875) 140012

Scale 2 Posts and above

EAST SUSSEX

COUNTY COUNCIL
VARNDEAN SIXTH FORM COLLEGE
Surrenden Road, Brighton, BN1 6WQ.

Required January 1982, Teacher for MATHEMATICS/COMPUTER STUDIES. Scale 2 for suitable applicant able to offer Mathematics to 'A' level and Computer Studies at least to 'O' level. Relocation grant scheme in approved cases.

Further details from the Principal to whom applications should be sent as soon as possible, giving curriculum vitae and names of referees. (30372) 140020

UNITED WORLD COLLEGE OF THE ATLANTIC

Atlantic College, first of the United World Colleges, has 350 Sixth Form students on scholarships from some 60 countries. The College prepares all students for the *International Baccalaureate* and has an extensive programme of coast rescue and community service. Applications are invited for the following vacancies:

Chemistry Head of Department	January 1982
Mathematics Two Assistant Teachers	January 1982 and September 1982
English (EFL) Assistant Teacher	September 1982

Teaching will be at both Higher and Subsidiary Levels of the International Baccalaureate. A strong, active commitment is expected towards the International and community service aims of the College. Salaries are above Burnham scale and related to it.

Applications (full c.v., no forms, with names of three confidential referees) to the Headmaster, United World College of the Atlantic, St. Donat's Castle, Llantwit Major, Glamorgan, CF6 9WF, from whom further details are available on receipt of s.a.e. 9"×6"

Deadlines: October 5th for January appointments. November 16th for September appointments.

TES14/00/18

SIXTH FORM COLLEGES

continued

HARROW

EDUCATION COMMITTEE
ST. DOMINIC'S SIXTH FORM COLLEGE
Mount Park Avenue, Harrow on the Hill, Middlesex HA1 3HX
Tel: 01-422 8084

A well-qualified A level Teacher of FRENCH required. Applicants who can offer a second foreign language, possibly Spanish, preferred.

Previous candidates should confirm that they still wish to be considered.

Appointment from January 1982 or earlier if successful candidate is available. Scale 2 post depending on experience.

Application forms from and to be returned to The Principal by 2nd October 1981.

Please enclose stamped addressed envelope. (27876) 140020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

EDUCATION COMMITTEE

RICHMOND UPON THAMES COLLEGE

SENIOR LECTURER - Drama

The P.E. Music and Drama Team at this Tertiary College require a Senior Lecturer in Drama from 1st January, 1982.

Initiative and enthusiasm will be required in the development of the artistic management of the College's new theatre and drama studio.

Courses include CEE, 'O' and 'A' level Theatre Studies, recreational drama courses and College productions.

Applicants should be teacher-trained, capable of leading a team of drama and dance lecturers, experienced in a wide range of practical and theoretical aspects of both drama and theatre arts, with a willingness to assist in the development of new courses to cater for all students in the College.

Salary: £9,624 - £11,328 plus £498 Outer London Weighting Allowance per annum.

Further particulars and application forms, returnable within two weeks of the date of this advertisement, may be obtained from the Assistant Principal (academic), Richmond upon Thames College, Egerton Road, Twickenham, TW2 7SJ. (Tel. No. 01-892-6656, Ext 47). (27621) 140020

SUSSEX

BRIGHTON, HOVE & SUSSEX SIXTH FORM COLLEGE
Dyke Road, Hove

Required for January, a MATHEMATICIAN to teach the subject to 'A' level and Computer Studies to 'O' level. Help with C.C.F. welcome. Scale 2 post for suitable candidate.

Apply to the Principal with full curriculum vitae and the names of two referees as soon as possible. (30015) 140020

Scale 1 Posts

TAMESIDE
METROPOLITAN BOROUGH

ASHTON VITH FORM COLLEGE

Required from January, 1982, ASSISTANT TEACHER, CRAFT DESIGN & TECHNOLOGY Scale 1.

A suitably qualified person is required to assist in the teaching of existing examination courses and also the development of recreational courses at VITH Form level. A Scale 2 post is available for a suitable candidate.

Application forms available from the Director of Education, Education Offices, Town Hall, King Street, Dukinfield, Cheshire, to whom completed forms of application should be returned to arrive no later than 30th September, 1981. Ref: TE 2359/TES. (27665) 140022

Special Education

Headships

HAMPSHIRE

HIGHWOOD TUTORIAL CENTRE
Brockenhurst.

Required for January 1982, TEACHER-IN-CHARGE (Scale 3) for small Tutorial Centre for secondary age Disruptive Pupils. Centre located on multipurpose site with Teachers Centre and Advisory Teaching Service and Child Guidance Clinic.

S.A.E. to Area Education Officer, Cannon Street, Lymington, for details. (25346) 160010

WARWICKSHIRE

COUNTY SERVICE FOR CHILDREN WITH IMPAIRED HEARING

HEAD OF SERVICE

Applications are invited from suitably qualified and experienced persons for this senior post. Salary scale equivalent to Group 4(S) Head (£10,287 - £11,358). An essential car user allowance and subsistence allowance are payable.

Application form and further details available from: County Education Officer, 22 Northgate Street, Warwick, CV34 4SR. Closing date 7th October 1981. (SAE please). (30420) 160010

Deputy Headships Second Masters/ Mistresses

BARNET

LONDON BOROUGH OF BARNET
FRIERN BARNET SPECIAL SCHOOL ESN(S)
Oakleigh Road North, Whetstone, London, N20 0DH
Roll 45

REQUIRED FOR JANUARY 1982. Deputy Head Teacher, Group 4S, for this Day School for severely sub-normal children. It is essential that applicants have good relevant experience and training in this field. Advanced Diploma an advantage. Informal visit may be arranged by contacting Headteacher, telephone 01 368 5336

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application forms (s.a.e.) obtainable from and returnable to The Director of Educational Services, Town Hall, Friern Barnet, London, N11 3DL, by 2nd October. (27826) 160012

BEDFORDSHIRE

RAINBOW SCHOOL
Chestnut Avenue, Bromham, Beds.

Required for January 1982, a Deputy Head Teacher for this Group 4S School for Multiply Handicapped E.S.N.(S) children. Knowledge of modern educational methods and research, commitment to this field of education and general enthusiasm essential.

The School is purpose built and affords excellent facilities for all educational activities.

Applicants should have appropriate experience and qualifications.

Application forms and further details are available from the Head Teacher at the School. (27984) 160012

BIRMINGHAM

COLLINGWOOD SCHOOL
West Heath Road, B31 3TN
(021-475-3330)

Group 8(S)
190 all age pupils with moderate learning difficulties

DEPUTY HEADTEACHER to take a lead in developing curriculum and assessment programmes.

Application forms (returnable by 2nd October) and further details obtainable from the Headteacher.

LONGWILL SCHOOL
Bell Hill B31 1LD

Teacher of the Deaf - Scale 3(S)

Applications are invited for the above post, responsibilities to include Curriculum Development. An interest in Social Education and liaison with ordinary schools and Colleges of Further Education will be of advantage.

Application forms and further details obtainable from the Headteacher.

Peripatetic Teacher of the Mentally-Handicapped Scale 2(S)

To work with a team serving mainly children not yet at school. Successful experience with pupils with severe learning difficulties essential.

Further particulars and application forms available from the Chief Education Officer, Staffing Branch, Margaret Street, B3 3BU. Closing date: 2.10.81.

Previous applicants for the above posts will be considered.

There is a scheme for assistance with removal expenses. (25364) 160012

WEST GLAMORGAN
County Council

PROPOSED TERTIARY COLLEGE, NEATH

Vice-Principal Designate

This new tertiary college, the first in the County, is to be formed by merging the existing technical college and sixth form provision in the Neath area.

The college will open in September 1982 and it is hoped that the appointment, the number two post in the management structure, will commence in January 1982, or, at the latest April 1982.

This will be a Group 5 college with approximately 850 full-time and 1400 part-time students. Salary will be selected from the range £14874 to £15735. (Post Ref. 25.11.81).

Application forms and further particulars are available from the Director of Education, Personnel Section, Princess House, Princess Way, Swansea. SA1 4PD. Applicants are requested to forward a stamped addressed envelope, quoting the post reference number.

The closing date for the receipt of completed application forms is Thursday, 1st October, 1981.

TES14/00/16

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
WHARFEDALE HOSPITAL SCHOOL
(re-advertisement)

Deputy Headteacher (Group 4s) required from January 1982. General Subjects teaching with the ability to offer Arts based subjects to C.S.E. level will be required as well as expertise in assessment and diagnostic procedures and leavers/work experience programmes. A further qualification in the field of Special Education would be advantageous.

All children at Wharfedale suffer the effects of long/frequent absences from school. The age range is from 3 - 16 years, ability ESN(M) to C.S.E. Holidays and hours as normal schools.

Arrangements may be made to visit the school by contacting the Headteacher, Mr C Halliwell (Tel. Menston 77291).

Previous candidates will be considered and need not re-apply.

Further details and application forms may be obtained from the Directorate Personnel Office, 4th floor, Provincial House, Market Street, Bradford, BD1 1NP. Completed forms should be returned to the Headteacher, Wharfedale Hospital School, Burley road, Menston, Ilkley, LS29 6PA by 9 October 1981. Reference ET 46681/TES. (27666) 160012

CHESHIRE
EDUCATION COMMITTEE

GRAPPENHALL HALL SCHOOL
Church Lane, Grappenhall, Warrington, WA4 3EU

Group 6(S) Number on Roll 130

Required for January 1982: RESIDENT DEPUTY HEAD TEACHER, GROUP 6(S). Possession of a Diploma in Special Education and successful experience in a senior post in a Special School would be an advantage.

The successful applicant will be required to undertake an average of fifteen hours per week extraneous duty in term time, for which an additional allowance is payable.

A semi-detached, three-bedroomed, unfurnished house is available in the School grounds (rent in accordance with the Authority's Scale of Charges).

Intending applicants may telephone the Headmaster (Warrington 63895)

Application forms and further details available from and returnable to: District Education Officer, Priestley House, Sankey Street, Warrington, Cheshire. Closing date 2nd October. (30597) 160012

DORSET

YEWSTOCK DAY SPECIAL SCHOOL
Sturminster Newton, Dorset
DEPUTY HEAD TEACHER
(Group 6S)
(130 mixed ESN)
(M and S combined - aged 3 - 16 plus)

Required January 1982.

For further details and application form (to be returned by 30th September) send foolscap s.a.e. to Education Staffing Officer, County Hall, Dorchester. (28102) 160012

HAVERING

LONDON BOROUGH OF HAVERING
EDUCATION SUPPORT CENTRE
TEACHER SCALE 3 as DEPUTY HEAD OF CENTRE required January 1982, to be attached to the Education Support Centre which caters for disruptive pupils of secondary school age.

For further details please see our advertisement under miscellaneous. (28117) 160012

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
PINEWOOD SCHOOL
Hoe Lane, Ware.

Required for January 1982. Resident Deputy Head. Salary - Deputy Head Scale 7 (s) plus newly agreed Deputy Head's residential duties allowances and London fringe allowance; Accommodation - A spacious ground floor flat is available.

RESIDENT SECOND TEACHER. Salary - Deputy Head Scale 7 (s) plus extraneous duties allowances and London fringe allowance. Accommodation - A self contained ground floor family flat is available.

Applications are invited from suitably qualified and experienced teachers for these two senior posts which have become vacant due to promotion.

Interested applicants are welcome to visit the school by appointment with the Headmaster (Ware 4143) from whom application forms and further details of these posts may be obtained.

Closing date - Friday October 2nd. (30497) 160012

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

OLDFIELD HOUSE JMI SCHOOL (MALAD.)
Oldfield Road, Hampton, TW12 2HP

Deputy Headteacher required for January 1982

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Headteacher in this Group 5(S) mixed school for primary age children with special educational needs. Outer London allowance of £498 payable.

Forms and further particulars (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, to whom completed forms should be returned by 2nd October 1981. (25305) 160012

SOMERSET

PENROSE SCHOOL
Bridgwater (ESN (S))

For January 1982, DEPUTY HEAD for this Group 4 (S) School.

For further details see Somerset County Council Composite. (21729) 160012

Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL

AYLESBURY VALE DIVISION

Required from January 1982 HEAD OF REMEDIAL SERVICE (Scale 4) with responsibility for co-ordinating the work of a small team of peripatetic remedial staff and assessing present and future needs.

Assistance with removal expenses is given in approved cases.

Application form and further particulars (S.A.E.) from Education Officer, Exchange Street, Aylesbury HP20 1UH: CLOSING DATE 1 OCTOBER. (25368) 160018

LANCASHIRE

ROYAL CROSS SCHOOL

Required for January 1982, an experienced teacher of the Deaf to be Head of Department (3a). A two bedroomed flat is available in exchange for some residential duties.

Application forms and further details from the Principal, Royal Cross School, Preston, Lancs. PR2 3AL. (27567) 160018

Scale 2 Posts and above

BEDFORDSHIRE

OAK BANK SCHOOL
Sandy Lane, Leighton Buzzard, Beds.

Teacher, Scale 2S required for January 1982, or sooner if possible, at this residential/day school for approximately 50 maladjusted boys and girls aged 9 - 16 years.

Candidates should have suitable qualifications to take charge of a well-equipped Handicraft Room and should also be able to teach basic subjects.

The School works on a fortnightly boarding system and the successful candidate would be expected to perform an average of 15 hours per week extraneous duties during certain evenings and weekends. The current allowance is £1,593 p.a. plus sleeping-in allowance of £4.39 a night (increase pending).

A furnished flat for a single person is available in the School, and there is a possibility that a larger flat may become vacant in the future.

Further details and application forms are available from the Headmaster at the School (S.A.E. please). (27985) 160020

BRENT

LONDON BOROUGH OF BRENT
BRIDGE INFANTS SCHOOL
Bridge Road, NW10 9BX
(Roll 170, Social Priority School)

Required from January or earlier if possible:- Experienced NURSERY/INFANT Trained CLASS TEACHER (Scale 2) for a newly opened Speech Therapy Unit. Applicants should possess a Diploma in Language Development and have relevant experience.

Candidates should apply by letter to the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW within 7 days giving age, present post, qualifications, experience and references, enclosing sae for reply.

London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. (29097) 160020

BRENT

LONDON BOROUGH OF BRENT
NEASDEN HIGH (MIXED) SCHOOL
Quainton Street, NW10
(Roll 950, Six Form Entry, 11 - 18)
Headmaster: Mr. M.R.H. Piercy BA

Serving a multi-ethnic area of Neasden and Wembley. School opened in 1973 and building completed in 1978 offers excellent facilities. The school is 'traditional' in its ethos and organisation.

Required from January or earlier if possible - SPECIALIST TEACHER of Children with Partial Hearing to serve with one other Specialist Teacher in the P.H. Unit attached to the school. This is a full-time, established post Scale 2 plus Special Schools Allowance. This purpose built and well equipped Unit provides specialist help for a maximum of 16 pupils with partial hearing. The pupils are registered with other children and are integrated progressively into normal classes. The two staff teach entirely within the P.H. Unit but collaborate closely with other staff.

London allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing sae for reply. (28108) 160020

CAMBRIDGESHIRE

NORTHERN AREA
SERVICE FOR CHILDREN WITH IMPAIRED HEARING
TEACHER OF THE DEAF - SCALE 2.

Required for January 1982:-

A qualified teacher of the deaf to work as a second teacher in a Unit for severely deaf children of Infant and Junior ages. Knowledge of finger-spelling and British Sign Language would be an advantage.

Possibility of assistance with housing in appropriate cases.

Further details and application form from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough, PE1 1UJ (S.A.E. 1st class) to whom these should be returned not later than 2nd October 1981. (30431) 160020

DEVON

Please see displayed advertisement on page 53. (27647) 160020

ESSEX

HIGH VIEW SCHOOL ESN(M)
Lambourne Road, Chigwell, IG7 6HY
Tel: 01-500 6660
(Roll 65)

TEACHER Scale 3

Required for January 1982: co-educational residential school for ESN/maladjusted pupils. Responsibility as Team Leader for residential duties. Three bedroomed flat is available. Salary includes London Fringe Allowance and residential emoluments.

Apply to Headmaster at School (foolscap s.a.e. please). (28000) 160020

SOUTH DEVON
Dame Hannah Rogers School, Ivybridge

PRINCIPAL

Salary: H/T Group 4 (S) + Residential Allowances

Required January 1982 at this independent residential school approved by the Department of Education and science as a day and residential school for 55 physically handicapped and delicate pupils aged 8 to 19 years.

A person with proven powers of leadership and administrative ability and preferably with qualifications and experience in teaching pupils with special educational needs is required. An enthusiastic interest in the development of courses for pupils aged 16 to 19 is desirable.

This well-established purpose built school is situated in its own grounds on the A38 close to Plymouth. An attractive new 4-bedroomed house is available for the successful applicant.

Further details and application forms are obtainable from the Secretary, Dame Hannah Rogers School, Ivybridge, South Devon — Tel: Ivybridge (07554) 2461. Closing date for applications 2nd October 1981.

TES16/00/22

ADVISORY HEADTEACHER

Applications are invited from teachers who possess an additional qualification in special education and who have a wide range of experience in both special and ordinary schools, preferably at a senior level for the following post to be established in January 1982:

Advisory Headteacher for Children with Special Educational Needs (Western Area) Group 5 Based at Bury St Edmunds

Further details and application forms available from the County Education Officer, Grimwade Street, Ipswich (sae please) to be returned by 29th September 1981.

TES16/00/10

Suffolk County Council

Corbets Tey ESN(M) School
(Roll 169 Mixed)
Harwood Hall Lane, Upminster, Essex.
Telephone: Upminster 25888
Headteacher: R. G. Lowman

DEPUTY HEADTEACHER

Required January 1982 for this Group 8(S) all age Special School.

Applications are invited from experienced and enthusiastic teachers with additional qualifications in Special Education.

Informal visits are welcomed. Contact the Headteacher at the above number for an appointment.

Havering

Application forms and further details are available (s.a.e. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date: Thurs. 1st October, 1981. TES16/00/10

High Close School, Wokingham, Berks

DEPUTY PRINCIPAL

(Education)

Burnham 4(S)+E.D.A.

Required to join the Management Team of this Residential School for adolescent maladjusted girls which is at a challenging point in its development.

An exciting new Educational Block is just being completed and extensive revision of the curriculum is being actively discussed, together with the planned programme of preparation for co-education.

Applications are invited from suitably qualified Teachers — preferably with additional relevant qualifications — to take up post by January 1982.

Applicants should be in sympathy with the Christian basis of our work. Conditions of service broadly in line with Local Authorities. Possibility of local housing being made available. Informal discussions: Miss Barbara Way, Principal. Tel: Wokingham 785787.

Application forms: Elwyn Owens, Divisional Director, London Division, Tanners Lane, Barkingside, Ilford, Essex.

Barnardo's

TES16/00/18

SPECIAL EDUCATION
continued

EAST SUSSEX

COUNTY ITINERANT STAFF
Applications are invited for a post on the County Itinerant Staff, Scale 3/3(S), principally to teach in Special Schools and in Special Classes.

A travelling allowance with be paid in accordance with NJC scales from the teacher's home, which should be in East Sussex, to the school to which he/she is temporarily attached.

Relocation grant payable in approved cases. Details will be supplied to the successful candidate.

Application forms and further details obtainable from the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes, BN7 1SG. (Stamped, self-addressed envelope, please). (30586) 160020

HAMPSHIRE

CLIFFDALE FIRST & MIDDLE SCHOOL ESN(M)
Battenburg Avenue, Portsmouth PO2 0SN
Required from January, SCALE 2(S) - Co-ordinator for number and mathematics with responsibility for a class of 10 year olds.

Application form and details available from Head (SAE please).

Closing date 2nd October. (25347) 160020

HUMBERSIDE

EDUCATION DEPARTMENT EAST RIDING DIVISION TEACHERS
BRIDGEVIEW SCHOOL
Ferriby Road, Hessle, North Humberside, HU13 0HR.
This purpose built school which opened in October, 1978 caters for the emotional, educational and social needs of 68 emotionally disturbed children (30 resident) in the 8 to 16 age range.

Applications are invited for the following non-resident posts commencing January, 1982.

1. TEACHER CO-ORDINATOR FOR THE JUNIOR DEPARTMENT. SCALE 3(a).

A primary trained and experienced teacher is sought for this demanding post. A scale 2 (a) post is available for a suitable candidate.

2. TEACHER FOR MIDDLE/SENIOR DEPARTMENTS. SCALE 1 +S.S.A.

A teacher of General Subjects is required - an ability to offer two specialist subjects would be an advantage.

To carrying out of residential duties is not a requirement attached to the above posts although a number of extraneous duty hours will be available. For an informal discussion or to arrange a visit ring Hull (0482) 640115.

Application forms and other details are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by 28th September, 1981. (28053) 160020

LEICESTERSHIRE

BARLEY CROFT PRIMARY SCHOOL
Malham Close, Beaumont Leys, Leicester.
Roll 351

Scale 2 (+S.C.A.)

Required January, teacher to work in special speech and language unit attached to new, open-plan school. Unit contains 10 children of infant age.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (27698) 160020

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE NUFFIELD PSYCHOLOGY AND PSYCHIATRY UNIT EDUCATION DEPARTMENT TEACHER OF NON-COMMUNICATING CHILDREN
Applications are invited from qualified teachers for this vacant, full-time post teaching children aged between 3½ and 8 years, who show autistic behaviour and/or severe linguistic problems.

A Scale 2s post may be available for a teacher having previous experience from either using systematic language programmes or qualifying in speech therapy.

Application forms and further information may be obtained by writing to Margaret R. Robinson, Senior Teacher in Charge, Nuffield Psychology and Psychiatry Unit, C/o Fleming Hospital, Great North Road, Newcastle upon Tyne, NE2 3AX.

Closing date for application forms - 2nd October, 1981. (28056) 160020

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE SPEECH AND LANGUAGE SERVICE
HILLSVIEW JUNIOR SCHOOL
(Scale 2 post)
Applications are invited for the post of class teacher in the Speech and Language Unit which is based in Hillsview Junior School. The unit caters for speech/language disordered children from the Newcastle area.

The class consists of eight children of junior school age.

Application forms and further particulars are obtainable from and returnable to the Head Teacher, Hillsview Junior School, Caradale Road, Newcastle upon Tyne, NE5 3RL, by 2nd October 1981. (28101) 160020

NORTHAMPTONSHIRE

IRCHESTER ARKWRIGHT SCHOOL
Irchester, Wellingborough, Northants NN9 7EY

Required for January 1982, in this residential school for emotionally disturbed adolescents a teacher with Middle school/primary experience, able to offer general subjects to small class groups plus remedial teaching in the basic subjects. Scale 2S available for special interest in, and responsibility for, Music throughout the school. All staff are expected to offer up to 15 hours per week (including some weekends) extraneous duties, for which payment of £2.65 per hour is made.

Further details and application forms obtainable from the school (s.a.e. please). Please telephone the Head if you would like to visit the school informally (Rushden 56113). (27807) 160020

WEST SUSSEX

ABBOTSFORDS SCHOOL
Cuckfield Road, Burgess Hill
N.o.r. 40, Day and boarding, maladjusted boys and girls, aged 9-16

Required January 1982 or earlier, experienced Scale 2 teacher for Senior position in this school. Successful applicant should be child specialist, prepared to accept special responsibility in the school.

Form and details from Headteacher on receipt of s.a.e. (30281) 160020

REDBRIDGE

ETHEL DAVIS SCHOOL
Barley Lane, Goodmayes, Ilford
Tel: 01 599 1768

Headteacher: Mrs J H Coyne, M.A., Dip.Ed.

A well qualified and experienced teacher is required for January 1982 in this purpose-built, all-aged, mixed school for physically handicapped pupils. The post is on Scale 3S with Outer London Allowance of £498.

The successful candidate will be a member of the Senior Management Team of the school and expected to make a substantial contribution to the school's organisation and to new approaches to the curriculum such as computers in education.

This is a new post which offers candidates an opportunity to develop their particular abilities and interests.

Informal contact and visits would be welcomed by prior arrangement with the Headteacher from whom application forms and further details can be obtained by enclosing a stamped addressed envelope. Forms are returnable to her by 2 October 1981. (27615) 160020

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
INTERMEDIATE TREATMENT CENTRE
1 Arragon Road, Twickenham.

In conjunction with Richmond upon Thames Social Services the Education Authority are setting up an Intermediate Treatment Programme offering alternative education for 13 - 16 year olds who are experiencing difficulties in the community and at school. The Authority require two teachers for this challenging new venture.

Teacher in Charge - Salary Scale Burnham 3 plus Outer London Allowance of £498.

Assistant Teacher - Salary Scale Burnham 2 plus Outer London Allowance of £498.

Suitably qualified, experienced and enthusiastic teachers are required. The Teacher in Charge will be responsible for the educational components of this programme. Both teachers should, if possible, offer a high degree of remedial skills and flexibility. An ability to establish good rapport with young people is essential and there will be a high level of involvement with other agencies. Previous experience desirable.

It is hoped that the Teacher in Charge Scale 3 would be appointed prior to the Assistant post and therefore be involved in the second appointment.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, to whom completed forms should be returned by 2nd October 1981. (27617) 160020

SHROPSHIRE

CASTLE HILL SCHOOL
Ludlow, Shropshire, SY8 3DP

Applications are invited from suitably qualified and experienced teachers for this specialist and challenging post in this residential school catering for maladjusted/E.S.N.(M) boys aged 11 - 16. Salary scale 2(S) plus E.D.A. £1,593p.a. plus sleeping-in duty £4.39 per duty night.

Applicants need to have an understanding of the current thinking about the education of children with special needs. (25328) 160020

Scale 1 Posts

BUCKINGHAMSHIRE
WYCOMBE DIVISION

PARK CRESCENT SCHOOL
Cressex Road, High Wycombe, Bucks.

(Physically handicapped pupils of primary school age)

Required for January 1982, a teacher who is experienced or has qualifications in teaching visually handicapped children and who has an interest in the learning difficulties of children with special needs to play a flexible role on an integrated campus site, consisting of a primary school for physically handicapped children (3 - 12 years), a Middle school (8 - 12 years) and a First School (5 - 8 years).

Special schools allowance payable. Possibility of Scale 2 post for suitably qualified applicant. First appointments cannot be considered unless applicants hold a Special teaching qualification.

Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £750) and incidental expenses of £125 payable in approved cases. Housing allowance pending removal also payable in approved cases.

Application forms and further particulars, from Education Officer, Thame House, 9 Castle Street, High Wycombe, on receipt of a stamped addressed envelope, to be returned by 6th October 1981. (28044) 160022

BUCKINGHAMSHIRE

COUNTY COUNCIL
FURZE DOWN SCHOOL
Verney Road, Winslow, Buckinghamshire, MK18 3EN.
Head Teacher: Norman Ward, B.Sc.
Roll: 155.
Assistant Teachers.
Teachers for General Subjects with either class of 12 - 15 year olds or class of 15 - 16 year olds, combined with a specialist subject across the 8 - 16 year groups. An ability to teach Craft (Woodwork and Metalwork) or PE (mainly boys' games) or Rural Studies up to CSE standard an advantage.

Special education qualifications are not regarded as essential but experience in teaching difficult pupils will be an advantage. These posts are not regarded as suitable for probationer teachers. These posts are Scale 1 with the possibility of Scale 2S for a suitably qualified and experienced applicant.

Special Schools Allowance £639 payable. Assistance with removal expenses is given in approved cases.

Application forms/further particulars available on receipt of s.a.e. from the Headteacher.

Completed application forms to be returned by 12 October. (27973) 160022

BURY

METROPOLITAN BOROUGH OF BURY
SUMMERSEAT RESIDENTIAL SCHOOL
Summerseat Lane, Ramsbottom

TEACHING APPOINTMENT

Required for 5th November, 1981 or as soon as possible thereafter, TEACHER FOR GENERAL SUBJECTS - Scale 1 (S) to be responsible for the teaching of mathematics and English each am to a small group of up to 8 pupils of mixed ability. In the afternoons the teacher will be responsible for teaching a special subject to each of the five classes. An interest in drama or remedial work could be an advantage.

Any interested candidate should contact the Head Teacher (TOTT. 5275) and informal visits are welcome by appointment.

Application forms and further details obtainable from and returnable to Head Teacher at the school by 2nd October, 1981. (25357) 160022

CHELTENHAM

NATIONAL STAR CENTRE
Ullenwood Manor, Cheltenham
The National Star Centre is a specialised College of Further Education for physically handicapped young people.

LECTURER GRADE I COMMERCIAL STUDIES. Teaching duties will be concerned with pre-employment courses, especially the C.G.L.I. Foundation course. The ability to deal with the application of computers in the office would be of particular advantage.

LECTURER GRADE I HORTICULTURE. Teaching duties will mainly be concerned with horticulture as a therapy and lifelong interest, but there will be the opportunity to develop studies which will help students to look towards employment or partial self employment.

Further particulars and application forms are available from the Vice-Principal. (27527) 160022

DEVON

Please see displayed advertisement on page 53. (27649) 160022

ESSEX

PARTIALLY HEARING UNIT PRINCE AVENUE PRIMARY SCHOOL
Hornby Avenue, Westcliff-on-Sea.
TEACHER OF THE DEAF Scale 1, +Special Schools Allowance.
Required to work with hearing impaired children attending the Prince Avenue Partially Hearing Unit and other special schools or classes within the Borough of Southend. Applicants must be qualified teachers of the deaf and preferably have experience in the teaching of slow-learning children.

Application forms (foolscap s.a.e. please) together with further details of this post available from - The Area Education Officer, Civic Centre, Victoria Avenue, Southend-on-Sea, Essex. (28118) 160022

KIRKLEES

METROPOLITAN COUNCIL HARTSHEAD MOOR SPECIAL SCHOOL
Halifax Road, Clerkheaton
(REF. 451)
Required from January 1982 for two terms only, a temporary teacher, Scale 1 (plus Special Schools Allowance) for the reception unit in this ESN(M) school catering for the 5 - 16 age range. Applicants with a special interest in the assessment of learning difficulties and language development preferred.

Application forms (s.a.f.e. please) from the Director of Educational Services, (Ref.8), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of the appearance of this notice. (27926) 160022

MERSEYSIDE

PETERHOUSE SCHOOL
Southport
Applications are invited for the post of: ASSISTANT TEACHER (Burnham Scale 1) to take charge of a small group of mentally handicapped adolescent and non-communicating children. Experience with mentally handicapped children would be an advantage.

The post falls vacant on 11th January 1982. Closing date 5th October 1981. Applications in writing (s.a.e. please) to the Principal, Peterhouse School, 32 Chambres Road, Southport, Merseyside PR8 6JQ. (25306) 160022

NORTH YORKSHIRE

COUNTY COUNCIL EDUCATION DEPARTMENT
Applications are invited from suitably qualified experienced teachers for the following posts:

BALIOL SCHOOL
Sedbergh
Resident Teacher is required, who will be expected to work an additional 15 hours per week extraneous duties. Modernised three bedroomed cottage is available. Date of commencement 1 January or April 1982.

CARR COUNTY INFANT SCHOOL
York.
(Re-advertisement)
Teacher-in-charge of a Unit for ESN(M) Pupils is required from 1 January 1982. Previous applicants need not reapply.

SALARY: Burnham Scale 2, plus Special Class Allowance.

WELBURN HALL SCHOOL
Kirkbymoorside
Teacher for Science/Rural Science, plus Craft and Design is required, who will be expected to work an additional 15 hours per week extraneous duties. Post is resident or non-resident. Commencement date 1 January 1982.

SALARY: Burnham Scale 1, plus Special Schools Allowance.

Further particulars and application forms are available for these posts upon receipt of a stamped addressed envelope (to be returned by 12 October 1981) from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AE. (27740) 160022

NORTH YORKSHIRE

COUNTY COUNCIL EDUCATION DEPARTMENT THE WOODLANDS SCHOOL
Scarborough
Teacher required from January 1982 at the above Day/Boarding Special School for ESN(M) Children (age range 6 - 16 years). The successful candidate will be expected to work an average 15 hours per week extraneous duties.

Salary: Burnham Scale 1 (+SSA), with a possible scale 2 (S) for a suitable applicant.

Application forms and further particulars available upon receipt of a stamped addressed envelope (to be returned by 12 October 1981) from the County Education Officer, Room 135, County Hall, Northallerton. (30399) 160022

OXFORDSHIRE
COUNTY COUNCIL

NORTHERN HOUSE SCHOOL
South Parade, Oxford, OX2 7JN

Required from January, 1982, a Teacher (Scale 1 +S.S.A.) to take responsibility for a small group of children with learning and behavioural difficulties. Good classroom management is essential coupled with proficient material organisation on an individual basis. The teacher appointed should be experienced in the primary field with the ability to identify learning difficulties and develop material suitable for its correction. The teacher would be required to work as part of a team taking responsibility for certain areas of the curriculum.

Apply directly by letter to the Headteacher. S.A.E. please. (29857) 160022

SHROPSHIRE

CASTLE HILL SCHOOL
Ludlow, Shropshire, SY8 3DP

Applications are invited from suitably qualified and experienced teachers for a new post in this residential school catering for 30 maladjusted/E.S.N. (M) boys aged 11 - 16. Applicants need to have an understanding of the current thinking about the education of children with special needs. Salary scale 1 or 2(S) depending on experience plus E.D.A. £1,593p.a. plus sleeping in £4.39 per duty night.

Applications in writing together with C.V. plus two referees to The Registrar. Informal enquiries to Phil Rollinson, Deputy Head. 0584 3152. (25329) 160022

SOLIHULL

EDUCATION COMMITTEE HAZEL OAK E.S.N. (M) SCHOOL
Hazeloak Road, Shirley, Solihull, West Midlands, B90 2AZ
Required for 1st January 1982, a suitably qualified TEACHER TO TAKE CHARGE OF BOYS' PHYSICAL EDUCATION, swimming, and outdoor pursuits in this purpose-built school for children with learning problems. Previous experience of special education desirable but not essential.

Application forms and further particulars may be obtained from Mr. P.A. Wright, Headmaster of the School, upon receipt of a stamped addressed envelope. Completed applications should be returned direct to the school within fourteen days of the appearance of this advertisement. (25376) 160022

SURREY

EDUCATION COMMITTEE FORDWAY CENTRE
Stanwell Road, Ashford, Middlesex.
Experienced teacher required for January 1982 for children 8 - 12 years at this Day Centre for maladjusted children.

Further details from Head of Centre Mrs S Francis, Tel: Ashford 43365.

NUTFIELD PRIORY SCHOOL
Nutfield, Redhill.
Required at this residential school for 80 deaf children aged 11 - 17 years from January 1982:-

a) Assistant Teacher for GIRLS GAMES and GENERAL SUBJECTS, preferably qualified teacher of deaf children. Salary Scale 1 plus Special Schools Allowance and additional payment for extraneous duties a minimum of 15 hours per week at £1593 p.a. Single accommodation available.

b) Assistant Teacher for GENERAL SUBJECTS with responsibility for BOYS GAMES. Salary Scale 1 plus Special Schools Allowance and additional payment for extraneous duties, for a minimum of 15 hours per week, at £1593 p.a. Staff bungalow or single accommodation available.

Application forms and further details from the Headmaster Mr. T.K. Faragher Tel: Nutfield Ridge 3257.

WEST HILL SCHOOL
Kingston Road, Leatherhead.
HOME ECONOMICS teacher required Jan. 82 for this ESN(M) school of 160 pupils aged 5 - 16 years. Interest in the education of slow learning pupils, pleasant surroundings with spacious facilities. Salary Scale 1(S) or 11(S) dependent on experience, plus London Fringe Area Allowance.

Further information and application form available from the Headmaster Mr. D.J.R. Morrison Tel: Leatherhead 75270. (27888) 160022

SUSSEX

THE NATIONAL SOCIETY FOR AUTISTIC CHILDREN DEDISHAM SCHOOL
Slinfold, Nr. Horsham, Sussex
RESIDENT TEACHER required for January 1982. Extraneous duties allowance paid for on-call and evening duties. Small flatlet available. Some Special School experience desirable but not essential Burnham Scale.

For application form and details write to The Principal, Dedisham School, Slinfold, Nr. Horsham, Sussex RH13 7RA. (27941) 160022

Service for Hearing Impaired Children

Teacher of the Deaf

READVERTISEMENT

Applications are invited for the post of permanent supply teacher of the deaf, available from January 1982. Duties will be mainly peripatetic but service in the partially hearing units will be required.

Salary: Burnham Scale 2 plus SSA. A car allowance at the casual user rate will be payable.

Closing date: 2nd October 1981.

Application forms and particulars for the above post (SAE foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG.

TES16/00/20

DERBYSHIRE
County Council

THE HESLEY GROUP OF SCHOOLS
Broughton House School, Brant Broughton, Lincolnshire

BROUGHTON HOUSE SCHOOL is a recently opened Independent Residential Special School for maladjusted Boys (aged 10-16 years) situated in the heart of rural Lincolnshire.

We require, as soon as possible, a

GENERAL SUBJECTS TEACHER

who will join a team of staff committed to providing the highest possible academic and social education for the boys in their care.

Salary and conditions in accordance with Burnham Scale 1 plus Special Schools Allowance.

The person appointed will be expected to perform Extraneous Duties of not more than 15 hours per week and occasional sleeping-in duty, for which a total payment, currently of £1,726.00 per annum is made.

Further details and application form available from: The Secretary, Broughton House School, Brant Broughton, Lincolnshire.

TES16/00/22

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APPOINTMENTS IN SCOTLAND

Tayside Regional Council

EDUCATION DEPARTMENT

Principal Teacher of Religious Education

BREADALBANE ACADEMY
Aberfeldy, Perthshire

Applications are invited from teachers holding a teaching qualification in Religious Education and in another secondary subject.

Responsibility Allowance is £1566.

Application forms and full details are obtainable from the Divisional Education Officer, 8 York Place, Perth PH2 8EW to whom they should be returned not later than 5 October 1981.

TES17/00/00

CENTRAL
REGIONAL COUNCIL

EDUCATION DEPARTMENT

ASSISTANT RECTOR
Alva Academy (telephone Alva 60342)

Responsibility Payment £3,336.

Further details are available from the Rector of the School.

Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 205, Viewforth, Stirling to whom they should be returned not later than Monday, 12 October, 1981. (27590) 170000

CRIEFF

MORRISON'S ACADEMY
HOUSEMISTRESS

There will be a vacancy in January 1982 for a housemistress to take charge of a boarding house for 26 girls.

The post is residential and free accommodation is provided. Further particulars may be obtained from The Rector, Morrison's Academy, Crieff, PH7 3AN, to whom applications with curriculum vitae and the names and addresses of two referees should be returned by Friday, 2 October, 1981. (27791) 170000

NORTHUMBERLAND

COUNTY COUNCIL YOUTH AND COMMUNITY CENTRE
Berwick upon Tweed.
WARDEN (Burnham Scale 3).
Required January 1982, a qualified teacher with experience in areas of Youth Service, Adult Education and Community Work. The Warden is responsible for the promotion of Youth and Adult Social Educational activities in a large substantial building adjacent to the famous Walls in a quite but central part of the town; and will also be required to teach up to one day a week at Berwick High School.

Removal expenses and lodging allowance payable in approved cases.

Application forms and further details obtainable by sending a foolscap s.a.e. to the Headteacher Berwick High School, Adams Drive, Berwick upon Tweed, TD15 2JF, returnable by 2 October. [illegible] 170000

PERTHSHIRE

CHAPLAIN

QUEEN VICTORIA SCHOOL,
Dunblane, Perthshire
Boarding school for 240 boys, 9½ - 18, sons of Scottish Service parents

require a CHAPLAIN (An ordained Minister of the Church of Scotland) from Summer Term 1982.

Daily worship is non-denominational, and the Chaplain is responsible for the organisation and conduct of Services, for part of the religious education, and should be a qualified teacher, preferably in another subject, registered or qualified to be registered with the GTC (Scotland).

The post is resident, and single or married accommodation is available at a fair rent. The post would include some boarding duties for which an allowance is paid. Salary is in accordance with the Scottish Teachers' Salaries Memorandum.

Further details of the post and application forms are available from: The Headmaster, Queen Victoria School, Dunblane, Perthshire FK15 0JY Telephone no: 0786 822288.

Closing date for applications: 24 October 1981. (30042) 170000

SPECIAL EDUCATION
continued

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

ETHEL DAVIS SCHOOL
Barley Lane, Goodmayes, Ilford
Tel: 01 599 1768

Headteacher: Mrs J H Coyne, M.A., Dip. Ed.

Required as soon as possible a teacher of typing (Scale 1 +S.S.A.) to physically handicapped pupils aged 5 to 17 years in this purpose-built mixed special school. Applicants must be capable of teaching typing to examination level, demonstrate the ability to work in a team and preferably have special school experience.

Application forms and further details may be obtained from the Chief Education Officer, 255/259 High Road, Ilford, Essex, IG1 1NN (Tel: 478 3020 Ext. 93) to whom completed applications should be returned by 25 September. (27614) 160022

TAMESIDE

TAMESIDE METROPOLITAN BOROUGH

DALE GROVE SPECIAL SCHOOL
Ashton-under-Lyne

Required from January, 1982, ASSISTANT TEACHER Scale 1 at this Day School for Maladjusted Children. The person appointed will be expected to take charge of a group of children for General Subjects.

A Scale 2 post may be available for a suitably qualified and experienced candidate.

Interested candidates should contact: Mr. D.P. Winspear, The Headteacher for informal discussion: Tel: 061 330 7595.

Application forms and further details available from Director of Education, Education Offices, Town Hall, King Street, Dukinfield, Cheshire to whom completed forms of application should be returned to arrive no later than 30th September, 1981. Ref: TE 2358/TES. (27852) 160022

WILTSHIRE

CLOUDS HOUSE SCHOOL
East Knoyle, Salisbury.
GROUP 4(S)

Required as soon as possible. Applications are invited from qualified teachers for the following posts (Scale 1) at this Independent Special School for emotionally disturbed boys, aged 10 to 16, which belongs to the Badsworth Group of Special Schools. We are looking for a full-time P.E. Teacher who can also offer some Science teaching to C.S.E. level, and a half-time Woodwork/Technical Drawing Teacher. The P.E./Science post will also include some General Studies teaching. These are challenging posts and therefore experienced teachers are preferred, although newly qualified teachers will be considered.

Applications by letter, including curriculum vitae, in the first instance to The Headmaster, Clouds House School. (27624) 160022

WILTSHIRE

THE SUTCLIFFE SCHOOL,
Winsley, Nr. Bradford-on-Avon
As from January 1982 there are vacancies, due to promotion, for two non-resident qualified assistant teachers at this non-maintained residential school for 50 senior maladjusted boys.

Both posts are paid at the rate of Burnham scale 1, plus the special schools allowance of £639, and one post has half the normal extraneous duties as an integral part of the work for which an additional payment of [illegible] p.a. is made.

Previous experience with maladjusted children and/or in remedial work is advantageous, as is the ability to offer Maths and/or Science to CSE, and/or to play the piano.

For application forms and further details please send large SAE to the Headmaster. (25304) 160022

Independent Schools

Headships

BERKSHIRE

HEATHFIELD SCHOOL
Ascot, Berkshire.

HEADMISTRESS

Upon the retirement of the present Headmistress, Mrs. E.H. Parry, B.A., a graduate is required with relevant teaching experience and qualifications to be appointed as Headmistress in September 1982 for Heathfield School, which is an independent boarding school of 180 girls, 11 - 18 years, with excellent academic standards. Residential post. Applicant must be communicant member of the Church of England.

Applications for the position and enquiries for further particulars must be made in writing and addressed to the Chairman of the Council, Heathfield School, Ascot, Berkshire, SL5 8BQ. [illegible] 180010

GWENT

MONMOUTH SCHOOL
APPOINTMENT OF HEAD
The Governors of Monmouth School invite applications for the post of Head which will become vacant in September 1982 on the appointment of the present Headmaster, Mr. N.R. Bomford, M.A., to be Headmaster of Uppingham School.

Candidates must be graduates of a University in the United Kingdom and practising Christians.

Full details of the post may be obtained from the Bursar, Monmouth School, Monmouth, Gwent NP5 3XP, to whom applications should be sent by 9th October 1981. [illegible] 180010

By Subject Classification

Arts and Design

Heads of Department

BLACKPOOL

ARNOLD SCHOOL
Blackpool
HMC Co-educational 750 pupils
Required in January 1982, a Head of Art Department to organise the teaching of Art throughout the School. New Art facilities will open in September offering scope for expansion of the subject throughout the School.

Further details and application form from the Headmaster's Secretary, Blackpool 46391 to whom completed forms should be returned by 1st October. (29811) 181218

DORSET

MILTON ABBEY SCHOOL
Blandford, Dorset
(Independent SHMIS 285 boys)
A HEAD OF ART is required in January 1982. The successful applicant is likely to have a strong interest in the History of Art and the ability to help with pottery.

Please apply with C.V., telephone number and the names of two referees to the Headmaster. (29357) 181218

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
HMC - Independent Day School - 800 boys

The Headship of the Art Department will become vacant with effect from January 1st 1982. Applications are invited from candidates holding a degree or equivalent qualification with experience in teaching this subject to 'O' and 'A' level. Experience in teaching History of Art would be a recommendation but ability to give practical instruction is also required.

The Head of Department's post would be on Scale 3 but a candidate may also be considered for appointment as an Assistant Art Teacher. This appointment would be on Scale 2 for a candidate with suitable qualifications and experience. Candidates should indicate whether they wish to be considered for one or both posts.

Please contact the Headmaster by telephone or letter if further information is required. Applications, including full curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to: The Headmaster, Nottingham High School, Waverley Mount, Nottingham NG7 4ED, telephone 786056 by Thursday, October 1st. (27950) 181218

Classics

Other Assistants

HERTFORDSHIRE

CHRIST'S HOSPITAL GIRLS' SCHOOL
Fore Street, Hertford, Herts.
Classic graduate required in January 1982 to teach Latin and Greek and have responsibility for the subjects up to University Scholarship standard. Cambridge Latin course in use. Salary according to experience: Burnham Scale 2 or 3.

Apply to the Headmistress, with curriculum vitae and the names, addresses and telephone numbers of two referees. (30034) 181624

KENT

SEVENOAKS SCHOOL
Kent
(915 pupils)

Required for January (or September) 1982 to join a flourishing department, a Classicist of high academic standard to teach Latin, Greek and Classical Civilisation to Oxbridge Scholarship level.

Apply to Headmaster (from whom full details are obtainable) by September 30th with full curriculum vitae and names of two referees. (30124) 181624

SURREY

ST. JOHN'S SCHOOL
Leatherhead
H.M.C. 450 Boys. 13 - 18
Required in January 1982 a graduate to share in the teaching of Classics throughout the school and to teach English up to O level. Accommodation is available.

Apply with curriculum vitae and names and addresses of 2 referees to the Headmaster, St. John's School, Leatherhead. (29586) 181624

English

Other Assistants

IPSWICH

ST. JOSEPH'S COLLEGE
Birkfield, Ipswich
Required for January 1982: English teacher, 2nd in the Department, to take sixth form and scholarship English as well as teach in the main school of this selective Roman Catholic School.

Sixth Form: 200

Ability to help with games an asset.

Salary: Burnham, Scale dependent on qualifications and experience.

Applications and names of two referees to the Headmaster. (27945) 182424

LONDON

LATYMER UPPER SCHOOL
Hammersmith, London, W6 9LR
(Direct Grant going Independent, HMC, 1100 boys).
Wanted for January a Graduate to teach English up to GCE Ordinary Advanced and University and Scholarship Levels. Salary Burnham plus London Allowance on scale appropriate to experience. Bachelor accommodation might be available during term-time.

Applications, together with full curriculum vitae and the names of two referees to The Headmaster, Latymer Upper School, King Street, London, W6 9LR. (27948) 182424

Geography

Other Assistants

ARGENTINA

ST HILDA'S COLLEGE
Buenos Aires.
Requires for January 1982, a well qualified teacher to teach Geography to 'O' level.

The successful candidate must be willing to play a full part in the extra curricular life of the school. The ability to teach English as a second language is a recommendation but not a necessity.

Applications, with curriculum vitae and names, addresses and status of two referees to the Headmaster's representative: P.A. Christopher Esq., Brackendale, Brook Lane, Brocton, Stafford. ST1 7TZ by 25th September, 1981. (28069) 182624

DORSET

MILTON ABBEY SCHOOL
Blandford Street, Dorset
(Independent, SHMIS, 285 boys)
Required for January 1982, a GRADUATE to teach GEOGRAPHY throughout the School.

Ability to coach 1st XI Hockey and help with Sailing would be particularly welcome.

Please apply with C.V., telephone number and the names of two referees to the Headmaster. (29358) 182624

History

Heads of Department

PARIS

BRITISH SCHOOL OF PARIS
The post of Head of History Department.

See main ad under overseas. (29816) 182818

SURREY

SURBITON HIGH SCHOOL
(Church Schools Company Ltd.)
Surbiton Crescent, Kingston on Thames
Required in January, following the appointment of the present teacher to a Headship, a graduate to teach History throughout the school to O, A & S Levels.

The London University World History course is followed at O-Level.

London Burnham Scale, Government Superannuation.

Apply in writing to the Headmistress enclosing curriculum vitae and the names and addresses of two referees. (28041) 182818

Other Assistants

LONDON

HASMONEAN HIGH SCHOOL FOR GIRLS
2 - 4 Page Street, London N.W.7
Tel: 203 - 4294
(Roll 300 girls 11 - 18
An enthusiastic resourceful well qualified full-time teacher is required immediately to teach HISTORY to 'O' and 'A' levels.

The successful applicant will be expected to continue and extend the school's record of extremely good results at both ordinary and advanced levels.

The school offers an exceptionally pleasant and rewarding teaching environment. A salary above Scale 1 will be offered to suitably qualified candidates.

Please apply to The Governors with full CV and two referees. (25309) 182824

SURREY

SURBITON HIGH SCHOOL
(Church Schools Company Ltd.)
Surbiton Crescent, Kingston upon Thames
Required in January, a graduate to teach History throughout the school to O, A & S levels.

The London University World History course is followed at O-level.

London Burnham Scale, Government Superannuation.

This post will be temporary for 2 terms, but may become permanent in September.

Apply in writing to the Headmistress enclosing curriculum vitae and the names and addresses of two referees. (28040) 182824

Mathematics

Heads of Department

LONDON

STREATHAM HILL AND CLAPHAM HIGH SCHOOL
The Girls' Public Day School Trust
Wavertree Road, London, SW2 3SR
(2-form entry)
Required January or September 1982, enthusiastic Head of Mathematics, Scale 3. Mathematics to 'A' Level and Scholarship work; Computer Studies to 'O' level. School has own microcomputer.

Apply by letter to the Headmistress, with curriculum vitae and names of referees. (29795) 183418

Other Assistants

LONDON NW3

SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)
3 Maresfield Gardens NW3
Wanted for January 1982, graduate to teach Mathematics throughout the school to Advanced and University entrance level. There is a large Mathematics Sixth and the school has two computers.

Apply in writing to the Headmistress with the names of two referees and copies of testimonials if available. (27763) 183424

MIDDLESEX

HOUNSLOW COLLEGE
Hons. Graduate required immediately to teach MATHEMATICS to A-level. Part-time or full-time post.

Apply giving full details and names of two referees to the Headmaster, Hounslow College, Lampton Road, Hounslow, Middlesex. Telephone: 01-570 3852. (25202) 183424

Modern Languages

Other Assistants

DERBYSHIRE

REPTON SCHOOL
Derbyshire
(Independent; Boarding; H.M.C.; 515 boys and 60 Sixth Form girls)
There will be a vacancy in January 1982 for a well-qualified graduate to teach FRENCH and GERMAN to University entrance level. Large sixth form department with good academic record. Own salary scale above Burnham. Married or single accommodation available. The ability to coach either cricket, hockey or football to a high level would be a major advantage.

Applications, with full curriculum vitae and the names of two referees, to The Headmaster, The Hall, Repton, Derby DE6 6FH, as soon as possible and not later than Thursday, 24th September. (30129) 183624

SUFFOLK

FELIXSTOWE COLLEGE
(Boarding 350 girls, 85 in Sixth Form)
Required in January 1982, a graduate to be responsible for German throughout the school including Oxbridge, and to teach French. Burnham Scale.

Requests for further details with s.a.e. to the Headmistress.

Applications with s.a.e., curriculum vitae and names, addresses and phone numbers of two referees to be received by September 29th. (25561) 183624

Music

Heads of Department

DUBLIN

ST. PATRICK'S CATHEDRAL SCHOOL
Dublin 8 (Founded 1432)
Required for January 1982:-
DIRECTOR OF MUSIC. Accommodation available. May be combined with post of ALTO LAY VICAR CHORAL or ASSISTANT ORGANIST.

Details from the Organist, John Dexter. (29960) 183818

HAMPSHIRE

NORTH FORELAND LODGE
Sherfield-on-Loddon, Near Basingstoke
Required January 1982 for girls independent boarding school with 160 pupils aged 11 - 18, graduate Head of Music to teach to A Level and organise busy department of resident and visiting instrumental staff. Ability teach piano and second instrument an advantage, with scope to expand ensemble groups. Burnham Scale 2 with Teachers Superannuation. Resident preferred. New music wing under construction.

Apply Headmistress. (28114) 183818

LONDON SW1

FRANCIS HOLLAND SCHOOL
39 Graham Terrace.
Church of England School, 305 girls 5 - 18 years.
Teacher required in January 1982 to be responsible for organising all musical activities throughout the school. Experience desirable. London Burnham Scale.

Apply in writing, giving particulars and the names of two referees to the Headmistress. (27792) 183818

STAFFORDSHIRE

DENSTONE COLLEGE
DIRECTOR OF MUSIC
Applications are invited for the post of Director of Music which falls vacant in December. The Director of Music is responsible for the organisation of all the musical activity at the College, including class and instrumental teaching, internal and external concerts, and all aspects of Chapel music. There are nine visiting instrumental teachers and a full-time Assistant Director. The College has its own salary scale and accommodation is available.

Applications, enclosing a curriculum vitae and the names and addresses of two referees, should be sent to the Headteacher, Denstone College, Uttoxeter, Staffs., ST14 5HN, from whom further details may be obtained. (28092) 183818

WILTSHIRE

MARLBOROUGH COLLEGE
900 boarders 13 - 18
350 boys and 90 girls in sixth form.
Wanted for April 1982 Director of Music.

Applications with curriculum vitae and names, addresses (and preferably telephone numbers) of two referees, and enquiries, to The Master, Marlborough College, Wiltshire SN8 1PA. (30311) 183818

Other Assistants

BRISTOL

QUEEN ELIZABETH'S HOSPITAL SCHOOL
Bristol
(HMC: 530 day boys, 100 boarders; 120 in sixth form)
Required for January 1982, ASSISTANT DIRECTOR OF MUSIC, in a particularly flourishing department. This will either be a two-term or a permanent appointment. Applicants should be organists able to teach organ and piano, 'A' and 'O' level music (timetabled), junior class music and, in addition to other responsibilities, take charge of a very strong boarders' choir. Single accommodation may be available. Salary Burnham according to experience.

Full particulars from and applications with c.v. and names of two referees to the Headmaster, Queen Elizabeth's Hospital, Bristol, BS8 1JX, by 26 September. Previous applicants need not re-apply. (30894) 183824

WEST SUSSEX

HURSTPIERPOINT COLLEGE
Hassocks, West Sussex, BN6 9JS.
Full time musician required January 1982 to join thriving Music Department (four full time and thirteen visiting staff). The successful applicant should be a specialist instrumentalist (preferably string player) and competent pianist. Post will include individual instrumental lessons, ensemble work and some class teaching plus full involvement in musical life of school. Accommodation available.

Apply, with curriculum vitae and names of two referees, to the Headmaster. (29166) 183824

ST ALBANS HIGH SCHOOL FOR GIRLS
Townsend Avenue,
St. Albans, Herts. AL1 3SJ.

Applications are invited for the post of

HEAD

of this Independent Day School which will become vacant in January, 1983, on the retirement of the present Headmistress.

There are 650 pupils aged 7-18: of these just under 200 are in the Junior Department and over 90 in the Sixth Form.

Christian teaching is based on the doctrines of the Church of England.

Application forms and further particulars may be obtained from The Clerk to the Governors, Messrs. Ottoways, 1 St. Peter's Street, St. Albans, AL1 3DJ.

Closing date for receipt of completed applications Thursday, 22nd October, 1981.

TES18/00/10

The Girls' Public Day School Trust

Wimbledon High School
Mansel Road, London, SW19 (650 girls)

The Council of the GPDST invite applications for the post of

HEAD

which will become vacant from 1st September 1982, upon the retirement of the present Headmistress.

There are over 400 girls in the Upper School, including a Sixth Form of 115, and about 250 in the Lower School. The Head has responsibility for both Upper and Lower schools. Salary: Burnham Group 9 (£13,506-£14,631 plus £759 London Allowance).

A wide choice of subjects is offered at 'A' level and many girls proceed to university or other forms of higher education. *Further particulars of the post can be obtained from* The Secretary, The Girls' Public Day School Trust, 26 Queen Anne's Gate, London SW1H 9AN. Closing date for applications: Friday 9th October 1981.

TES18/00/10

Appointment of

HEAD

Commonwealth Lodge School

An independent day school for 240 girls
Age range 5-18

The Governing body invite applications for the post of Head on the retirement of Miss J. M. Blunden, B.A. The appointment will be from 1st September, 1982. Salary based on Burnham.

Further particulars of the post may be obtained from the

Clerk to the Governors,
Commonwealth Lodge School,
Woodcote Lane, Purley,
SURREY CR2 3HB.

The closing date for applications is noon Friday, 25th September, 1981.

TES18/00/10

SAINT MARTIN'S, SOLIHULL
Independent Day School for Girls
(400 pupils)

Appointment of Head

The Governors are seeking to appoint a successor to the present Head Mistress who is retiring on the 30th April 1982. The Governors wish to fill the post from the 1st May 1982, but, in special circumstances they would be prepared to agree to the successful candidate taking up duty not later than the 1st September 1982.

The School is at present in Group 7 and the commencing salary for the post will be at the appropriate point on the Burnham Scale for this Group. An allowance will be payable for approved travel and entertainment in connection with the duties of Head.

Further details of the appointment and a form of application are obtainable from the Bursar, Saint Martin's, Station Road, Solihull B91 3RU, to be returned and addressed to the Chairman of Governors at the School to arrive not later than 13th October, 1981.

TES18/00/10

INDEPENDENT EDUCATION
continued

LONDON

KING'S COLLEGE SCHOOL
London S.W.19.
H.M.C. 650 boys in the Senior School, 380 in the Junior School (I.A.P.S.).
Required, preferably for January or, possibly, April 1982, a teacher of Music to join two other full-time musicians. This is a large department, occupying a new Music School which serves both the Senior and Junior Schools.
The successful candidate's duties will include teaching in the Junior School, O and A Level examination work, assistance with choirs, orchestras and chamber groups together with some regular violin teaching.
Salary not less than Burnham Scale 2.
Applications, accompanied by full curriculum vitae and the names and addresses of two referees, should be sent to the Head Master, King's College School, Southside, Wimbledon Common, SW19 4TT, from whom further particulars about the post may be obtained. (27790) 183824

Pastoral

Other Assistants

GUILDFORD

TORMEAD SCHOOL
Guildford
Girls Independent School
480 pupils aged 5 - 18
75 boarders aged 8 - 18
HOUSEMISTRESS required in January 1982 for the Senior house of 45 girls aged 14 - 18. This may be a teaching or non-teaching post. Good salary and pleasant accommodation for which no charge is made.
Apply in writing giving full curriculum vitae and the names of two referees to the Headmistress from whom further particulars may be obtained. (27896) 184024

HERTFORDSHIRE

CHRIST'S HOSPITAL GIRLS' SCHOOL
Fore Street, Hertford, Herts. SG14 1AY
Housemistress required in late October 1981 or January 1982 to be in charge of one of eight boarding houses of 36 girls aged 11 - 18. Some English teaching available for suitably qualified applicant. Resident post with accommodation for single person.
Apply to the Head Mistress, with curriculum vitae and the names, addresses and telephone numbers of 2 referees. (30035) 184024

NORTH YORKSHIRE

SCHOOL CHAPLAIN
Giggleswick School (H.M.C. & I.A.P.S. Boarding) seeks a Chaplain to succeed The Rev. Phillip Curtis who is due to retire in July, 1982. The School is an Anglican foundation, though it welcomes pupils of most religious persuasions.
Details of the post and the school may be had from the Headmaster, Giggleswick School, Settle, North Yorkshire, BD24 0DE. Telephone: (072 92) 3545. (27933) 184024

CORNWALL

TRURO HIGH SCHOOL
(Falmouth Road, Truro, Cornwall)

Independent Day and Boarding School, formerly Direct Grant.

Church of England Foundation.

Required end September or as soon as possible thereafter resident Matron/Assistant Housemistress for middle school boarding house of approximately 32 girls in the age range 13 - 15 to be responsible for their care, welfare and health. Experience desirable and also some knowledge of nursing an advantage, together with an interest in girls' weekend activities.

Apply by letter giving full particulars together with the names and addresses of two referees to the Headmistress. (27741) 184024

Physical Education

Other Assistants

GLOUCESTERSHIRE

THE KING'S SCHOOL
Required for January 1982 a teacher to teach P.E., Geography and Games in this rapidly developing Independent Cathedral Grammar School. Temporary or permanent appointment. Single accommodation available with part-time supervisory duties in Junior Boys Boarding House. Opportunities in Cricket and Rowing. Scale 1 post.
Applications to the Headmaster, with the names and addresses of two referees. (27631) 184224

LONDON

HARVINGTON SCHOOL EDUCATIONAL TRUST LTD
20 Castlebar Road, Ealing W5 2DS
Telephone: 01-997 1583
Required in January in small independent school for girls (4 - 16) teacher of Netball, hockey, tennis, rounders, gymnastics, swimming Ealing Broadway area. Apply Headmistress. (27754) 184224

Religious Education

Other Assistants

MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middlesex.
Independent Day/Boarding school of over 800 pupils (Senior Dept 540 girls).
Wanted in JANUARY a teacher of RELIGIOUS STUDIES to be responsible for the organisation and teaching of the subject throughout the school up to and including Advanced and Scholarship Level. Salary on Burnham Scale, grade according to qualifications and experience.
Please apply in writing to the Headmistress with C.V. and names of referees. (27738) 184494

King Edward's School, Birmingham

The Governors invite applications from men and women for the appointment of

Chief Master

from 1 September 1982

The Governors are in membership of the Governing Bodies Association, and the Chief Master is a member of the Headmasters' Conference.

Full particulars of the appointment, and application forms, may be obtained from I. R. Walkington, Secretary to the Governors, Foundation Office (A), The Schools of King Edward the Sixth in Birmingham, Edgbaston Park Road, Birmingham B15 2UD.

The closing date for applications is 6 October 1981.

TES18/00/10

LOMOND SCHOOL
HELENSBURGH, DUNBARTONSHIRE

Applications are invited from qualified, and experienced teachers for the post of

DEPUTY PRINCIPAL

which falls vacant on 1st January, 1982 owing to the promotion of the present holder to a headship.

Lomond School is an independent, co-educational school of 520 providing education to day pupils between the ages of 3½ and 18. Boarders are also accepted from the age of 8.

Further particulars may be had from the Principal, David S. C. Arthur, M.A., Dip. Ed., Lomond School, Stafford Street, Helensburgh, Dunbartonshire, G84 9JX, to whom applications should then be sent as soon as possible, but not later than 10th October, 1981.

TES18/00/18

LEICESTERSHIRE

OUR LADY'S CONVENT
Loughborough
Required for September, suitably Qualified practising Catholic teacher for Religious Education to O level G.C.E.
Apply with references to Headmistress. (30303) 184424

Science

Heads of Department

WINCHESTER

ST. SWITHUN'S SCHOOL
Winchester, Hants.
(An Independent School of 400 girls)
Graduate required for January 1982 to be in charge of PHYSICS. The person appointed will be expected to teach the subject to girls aged 11 to 18 years including Oxbridge Entrance. Ability to organise the running of a flourishing department is essential.
Salary: Burnham Scale. All applications (with the names of three referees) should be sent to the Headmistress. (27765) 184818

Other Assistants

HARROGATE

North Yorkshire
QUEEN ETHELBURGA'S SCHOOL
Indpendent Boarding School of the Woodward Corporation, 200 girls aged 11 - 18
Required for January 1982 qualified Teacher for GEOGRAPHY to O and A Level and University Entrance. Good facilities and excellent record in this subject. The post could be resident for single Mistress, possibly leading to House Mistress appointment. Ability to help with A Level Economics would be an advantage.
Salary Burnham with Government Superannuation. Scale 2 available for suitable applicant.
Applications by letter with full personal details to the Headmaster, Queen Ethelburga's School, Harrogate, North Yorkshire, from whom further particulars may be obtained. (27778) 184824

LONDON

Physics Graduate required immediately to teach A level Physics part-time, either mornings only or afternoons only.
Telephone 01-969 1269. (28034) 184824

LONDON

Graduate required immediately to teach A level Computing Science part-time, either mornings only or afternoons only.
Telephone 01-969 1269. (28199) 184824

MANCHESTER

ST. BEDE'S COLLEGE
Alexandra Park, Manchester M16 8HX.
Tel. 061 - 226 3214
R.C. Independent Grammar (650 boys).
Required in January teacher of CHEMISTRY to take the subject at all levels including O, A and Oxbridge. An ability to teach some Physics and/or Biology to first and second year pupils will be welcome.
Applications (no forms) with curriculum vitae and names of two referees as soon as possible to the Headmaster. (28029) 184824

MIDDLESEX

Required for January 1982 at Boys' Independent Grammar School, full-time qualified teacher to help in the teaching of Biology to G.C.E. 'O' level. Burnham Scale, plus Outer London Allowance.
Apply in writing with the names of two referees to: The Headmaster Atholl School, Rayners Lane, Pinner, Middlesex. (27784) 184824

SURREY

EPSOM COLLEGE
Surrey.
550 bys. 49 girls (380 boarders, 260 day pupils) Sixth Form of 290.
Required for January 1982.
Well qualified graduate to teach PHYSICS throughout the school up to A level. Experience not essential. Accommodation available for single person. Own salary scale. Good games and an interest in the activities of a boarding school an advantage.
Please apply with full curriculum vitae and the names of two referees to Headmaster, Epsom College, Epsom, Surrey. (28035) 184824

Technical Studies

Other Assistants

LONDON N.W.

Wanted immediately: N.W. London Independent Grammar School, teacher to take Technical Drawing to 'O' level. Ability to help with Maths and Games would be an advantage. To start as soon as possible.
Applications with two referees to:- Box No. TES 4192 The Times, WC1X 8EZ. (30189) 185424

Other than by Subject Classification

Other Assistants

LEEDS

LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds LS6 1AN
(HMC, DG/Independent)
(1100 boys 10 - 18, Senior School)
(144 boys 8 - 10, Junior School).
Required in the Junior School for January 1982 a qualified teacher to teach mainly English with some History to 8 - 10 year old boys. An ability to teach drama and a willingness to be involved in rugby, cricket and outdoor activities essential.
Apply in writing with names (and telephone numbers) of two referees together with full curriculum vitae to the Headmaster as soon as possible. (30392) 185624

LONDON W6

MORNINGS ONLY. Two qualified tutors: 1) Mathematics, 2) French with subsidiary English, required Sept. for small tutorial classes (girls 10 - 14 yrs) London W.6. Permanent posts 9 a.m. to 1 p.m., Mon.-Fri.
Write with brief c.v. and phone no. to Box No. TES 4187 The Times, WC1X 8EZ or phone 01-748 6463 mornings. (29563) 185624

LONDON

ENGLISH/LATIN
Girls' Common Entrance coaching establishment London W.6 requires graduate tutor from September mornings only. 15 to 20 hrs weekly dependent on adaptability. Tiny classes, permanent post.
Write with brief c.v. and 'phone no. to: Box No. TES 4181, The Times, WC1X 8EZ or phone (01) 748 6463 mornings. (29519) 185624

LONDON

Young graduates required part time in English and Mathematics for small tutorial group in central London. Science or languages extra an advantage. 01-318 2686 after 8 pm. (29769) 185624

LONDON SW1

FRANCIS HOLLAND SCHOOL
39 Graham Terrace.
Church of England School, 305 girls 5 - 18 years.
Required in January 1982, trained and experienced teacher for general subjects for 6 - 7 year old girls. Ability to play piano essential. London Burnham Scale.
Apply in writing, giving particulars and the names of two referees to the Headmistress. (27793) 185624

SURREY

GREENACRE SCHOOL
Banstead, Surrey.
Girls Independent Day and Boarding School
Required for January, teacher for 8+class. Some experience preferred and willingness to be resident in the Junior Boarding House an advantage but not essential.
Please apply in writing to the Headmistress with c.v., copies of two testimonials and names of two professional referees. (27783) 185624

Preparatory Schools

Headships

SUSSEX

PREBENDAL SCHOOL
Chichester
The Governors are seeking to appoint a Headmaster/Headmistress of The Prebendal School (where the Cathedral Choristers are educated) for September 1982 on the retirement of the present Headmaster Mr. N.F. Ollerenshaw. The school has 150 boys and girls of whom about 60 are boarders.
Further particulars are available from The Chapter Clerk, Dean and Chapter of Chichester, 5 East Pallant, Chichester, West Sussex PO19 1TS. (27851) 200010

By Subject Classification

Classics

Other Assistants

DORSET

DUMPTON SCHOOL
Gaunt's House, Wimborne, Dorset BH21 4JQ
IAPS 110 Boys, 55 boarders.
Required in January, or September, 1982 a qualified teacher to take LATIN up to Common Entrance and PS Scholarship level. Willingness to help with out-of-school activities very important. Own salary scale. Accommodation advailable. Apply to the Headmaster. (27535) 201624

Mathematics

Other Assistants

ESSEX

Required in September 1981, Energetic, qualified teacher of Mathematics/games enthusiast for hyper-active, non-typical boys' prep. school of 180 boys (half boarders). Genuine interest in giving an understanding of Maths to 8 - 11 year olds, sense of humour and ability to coach keen, but not necessarily the best, boys at cricket, soccer and/or rugger essential. Other interests an advantage; many hobbies and individual sports given weekly time. Salary Burnham Scale 1 plus £300 p.a.; government superannuation.
Please apply, naming referees, to the Headmasters, Holmwood House, Lexden, Colchester, Essex. (27768) 203484

HAMPSHIRE

TWYFORD SCHOOL
Winchester, Hants. SO21 1NW
Young qualified teacher of mathematics (C.E. and P.S.S.) required for January 1982. Ability to coach cricket desirable and interest in out-of-school activities an advantage. Living in preferred. Please apply in writing with C.V. and names of two referees to the Headmaster. (30030) 203424

HERTFORDSHIRE

BEECHWOOD PARK SCHOOL
Markyate, Nr. St. Albans
(IAPS - 280 boys - day and boarding)
Needs in January 1982 a teacher of MATHS to boys aged 9 - 13 plus. Other enthusiasms welcome of course, but the teaching is exclusively of Maths in small classes. Non-resident or accommodation available for single person. Salary Burnham Scale 1 plus.
Please apply in writing to Headmaster with full CV and names and addresses and telephone numbers if possible of two referees. (30284) 203424

MIDDLESEX

NORTHWOOD PREPARATORY SCHOOL
(Middx/Herts borders)
Required for January: Qualified Teacher to be responsible for Maths up to Common Entrance and Scholarship standard. Usual games and activities, including First Game Football, Squash and Tennis if possible. 100 day-boys in Senior School (I.A.P.S.). Burnham Scale.
Apply with curriculum vitae and names of two referees to: Headmaster, at 43 Bastbury Road, Northwood, Middx. HA6 3AN. (27657) 203424

W. SUSSEX

BRAMBLETYE PREPARATORY SCHOOL
East Grinstead, West Sussex.
(IAPS 310 Boys: 165 Boarders: 450 Day Boys)
Required for January 1982, young, enthusiastic and well-qualified teacher of Mathematics up to C.E. level. Candidates should be prepared to take part in the normal range of out of class activities.
Burnham Salary. Accommodation available for single person.
Please apply to the Headmaster with c.v., now for interview at start of September term. (09296) 203424

Modern Languages

Other Assistants

CAMBRIDGE

THE PERSE SCHOOL FOR GIRLS JUNIOR SCHOOL
(160 girls)
Required in January 1982, a qualified Class Teacher for seven and eight year olds. Ability to help with French with other age groups desirable, some experience also desirable.
Applications, with the names and addresses of two references, should be sent to the Headmistress, The Perse School for Girls, Union Road, Cambridge, CB2 1HF by Friday, October 2nd. (30408) 203624

Music

Heads of Department

STAFFORDSHIRE

DENSTONE COLLEGE PREP SCHOOL
Smallwood Manor, Uttoxeter ST14 8NS
Uttoxeter 2083
IAPS 167 pupils WOODARD SCHOOL
RE-ADVERTISEMENT
DIRECTOR OF MUSIC required for January 1982 to teach Class Music throughout the school, organise Department, and train Orchestra and Choir. Organist essential - Pipe Organ in recently dedicated Chapel. Help with games and activities welcome. Maths as additional subject preferred.
Apply to Headmaster with C.V. and names and telephone numbers of 3 referees as soon as possible. (27782) 203818

SURREY

FELTONFLEET SCHOOL
Cobham
DIRECTOR OF MUSIC required in January, April or September 1982.
Write for details to the Headmaster. (27766) 203818

Pastoral

Other Assistants

CHESHIRE

CRANSLEY SCHOOL
Belmont Hall, Great Budworth, Nr. Northwich, Cheshire.
Independent Day School for Girls.
Preparly Department.
Wanted immediately highly qualified and experienced Form Mistress, to be responsible for main subjects in a small group of 7½-year olds.
Burnham Scale 1.
Written applications with C.V. to The Principal, S.A.E. (30338) 204024

Other than by Subject Classification

Other Assistants

CAMBRIDGE

ST JOHN'S COLLEGE SCHOOL
Grange Road, Cambridge CB3 9AB
Required for JANUARY 1982: an Infant/Junior trained teacher to take charge of a class of mixed 6 - 7 year olds. The post could be full-time or rather less; permanent or for two terms.
Burnham salary; state superannuation.
Details of the school may be found on p.472 of PSYB (1981); it offers unusually attractive conditions for a teacher of high calibre.
Apply with curriculum vitae, names of two referees and SAE to The Headmaster. (25325) 205624

KENT

WINCHESTER HOUSE SCHOOL
Sevenoaks.
(I.A.P.S. 130 boys)

Required for January 1982 a qualified JUNIOR FORM TEACHER to take seven and eight year olds. Ability to coach soccer and cricket essential.

Apply giving Curriculum Vitae and the name of two referees to the Headmaster. (27923) 205624

SUSSEX

HANDCROSS PARK SCHOOL
Handcross, Haywards Heath
(IAPS Co-educational preparatory School - mainly boarding 120 boys 60 girls)
A qualified teacher is required in January 1982 (or at Easter) to teach General Subjects to the Junior Form (mainly 7 year olds).
A willingness to play a full part in the life of the School is essential.
For full details telephone 0444-400526. (30376) 205624

Colleges of Further Education

Directors and Principals

WEST GLAMORGAN

COUNTY COUNCIL
'Vice Principal Designate.'
See displayed advertisement under 'Teritary' oin page 57. (27840) 220018

Heads of Department

CAMBRIDGESHIRE

PETERBOROUGH TECHNICAL COLLEGE

HEAD OF DEPARTMENT (Grade 3) MATHEMATIC AND SCIENCE required from January 1st 1982.

Applicants should be graduates, professionally qualified and with recent experience at a Senior level in Further Education.

Salary: £11,817 - £13,303.

Application forms and further details may be obtained from the Principal, Peterborough Technical College, Park Crescent, Peterborough PE1 4DZ. (28043) 220012

HERTFORDSHIRE

ST. ALBANS COLLEGE
29 Hatfield Road, St. Albans, Herts.
(Tel: 60423)

HEAD OF DEPARTMENT OF ENGINEERING (Grade III)

Applications are invited for the above post which becomes vacant on 1 January 1982 on the retirement of the present holder.

Candidates should be appropriate graduate or equivalent qualifications, have substantial teaching/administrative experience in further education and relevant industrial experience.

Further details and application forms are available from the Principal to whom they should be returned by 2 October 1981. (27898) 220018

WEST MIDLANDS

WEST BROMWICH COLLEGE OF COMMERCE AND TECHNOLOGY
Woden Road South, Wednesbury, West Midlands.

HEAD OF DEPARTMENT (GRADE 4) - CATERING, HEALTH AND FASHION.

Applicants who must be appropriately qualified and have had considerable experience in industry and teaching are invited for the above post.

The post is open to male and female equally and to disabled persons. persons.

Further particulars are available from the Principal at the above address, telephone 021-569 4601.

Closing date for receipt of applications: 2nd October. (30378)

BISHOP'S STORTFORD COLLEGE
THE JUNIOR SCHOOL
(200 boys boarding and day)

Applications are invited for the post of

The Master of The Junior School

from September 1982.

Applicants should be graduates, practising Christians and preferably married.

The Master may be resident or non-resident.

Salary will be by agreement according to age and experience.

The present Master is a member of I.A.P.S.

Further details and application forms can be obtained from the Bursar, Bishop's Stortford College, Hadham Road, Bishop's Stortford, Herts. CM23 2QZ. Completed forms, with a letter of application and the names and addresses of three referees should be sent to The Headmaster. The closing date for applications will be 12th October, 1981.

TES20/00/10

COLL OF FURTHER EDUCATION
continued

LANCASHIRE
COUNTY COUNCIL

BLACKPOOL & FYLDE COLLEGE OF FURTHER & HIGHER EDUCATION

FACULTY OF COMMERCIAL AND PROFESSIONAL STUDIES

HEAD OF DEPARTMENT GRADE IV Ref: CPa/3/1 Business and Management Studies.

To lead a team of experienced staff offering a wide range of full and part-time courses in Business, Management, and Social Studies.

Faculty of Food.

PRINCIPAL LECTURER IN MANAGEMENT STUDIES Ref: Fo/4/3.

To be generally responsible for the organisation and development of "Management" programmes and curricula within the Faculty. Experience of the Hotel, Catering and Institutional Management Industries while not essential is desirable.

Further details and application form from: The Staffing Officer, Blackpool & Fylde College of Further and Higher Education, Ashfield Road, Bispham, Blackpool FY2 0HB, Lancashire, to be returned by 2nd October, 1981. (27747) 220018

MERSEYSIDE

THE ST. HELENS COLLEGE OF TECHNOLOGY

Principal - C.P. GRAY, B.A., D.M.S., M.B.I.M.
HEAD OF DEPARTMENT OF ENGINEERING AND MINING TECHNOLOGY
GRADE IV
The Department specialises in the provision of programmes of the Technician Education Council from Certificate to Higher Diploma level.
The Governors are looking for a graduate engineer with substantial experience of industry and Further Education who possesses the enthusiasm and ability to develop the work of the Department.
Salary - £12783 - £14331.
Requests for application forms and further particulars should be in writing please, and enclosing a stamped addressed envelope, to The Principal, The St. Helens College of Technology, Water Street, St. Helens, Merseyside, WA10 1PZ.
Application forms should be completed and returned within 14 days of the appearance of this advertisement. Please quote Ref. 28/TES. (28122) 220018

NORFOLK

GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION
HEAD OF DEPARTMENT OF MATHEMATICS AND SCIENCE (GRADE II).
Applications are invited from suitably qualified candidates, to take up duties on 1st January, 1982. Salary £10,797 to £12,186.
Application form (to be returned by 28th September) and further information from the Principal (S.A.E. please), College of Further Education, Southtown, Great Yarmouth, NR31 0JU. (27602) 220018

SHEFFIELD

CITY OF SHEFFIELD
GRANVILLE COLLEGE
Required for 1st January 1982, or as soon thereafter as possible, HEAD OF DEPARTMENT OF ENGINEERING TECHNOLOGY (Grade IV). Candidates should hold degree or degree equivalent qualifications and have had experience in industry and in further education.
Salary - £12,783 - £14,331
Application forms are obtainable (foolscap sae) together with further particulars, from the Chief Administrative Officer at Granville College, Granville Road, Sheffield, S2 2RL. (telephone 760271) Extension 209 and should be returned by 30th September. (29721) 220018

Other Appointments

AVON COUNTY

EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Principal: F.J. Hawley, MSc.
Department of Electrical and Electronic Engineering.
applications invited for the following posts, duties to commence as soon as possible.
LECTURER GRADE II - Ref. 81/23.
To teach Digital/Analogue Microelectronics and Microprocessor Systems. Applicants should possess good qualifications in Electrical/Electronic Engineering and have had experience in the application of microprocessors as controllers.
LECTURER 1 - Ref. 81/24
To teach Microelectronic subjects, particularly practical skills and project work associated with the subject. Applicants should have recent experience of modern electronic/electrical circuits and assembly techniques.
LECTURER 1 - Ref. 81/25
To teach Radio/TV and Consumer electronic subjects on City & Guilds and technician courses. Some recent industrial experience is essential.
Further details and application forms (to be returned by 17 September 1981) from Personnel Office, Brunel Technical College, Ashley Down, Bristol, BS7 9BU, quoting appropriate Post Reference Number. (27789) 220026

Cheshire

North Cheshire College

Applications invited for

HEAD OF DEPARTMENT OF CONSTRUCTION (Grade IV)

PRINCIPAL LECTURER IN MECHANICAL ENGINEERING

Telephone (0925-814343), Call, or Write (SAE please):

Principal Administrative Officer,
North Cheshire College, Padgate Campus
Fearnhead, Warrington, WA2 0DB.

Closing date for applications: 2 October 1981.

HUMBERSIDE COUNTY COUNCIL
Hull College of Further Education
Principal: A Tuck, B.Sc., C.Eng., M.I.E.E., M.I.E.R.E.

DEPARTMENT OF BUSINESS STUDIES

Senior Lecturer

is required to teach subjects from the following range: People and Communication, Administration in Business, World of Work, Calculations and Numeracy Subjects, Computer Subjects and General Commercial Subjects. This post will also require a significant contribution to course management and development and to general management within the Department.

Senior Lecturer In Computing

(COLLEGE CO-ORDINATOR) — Re-Advertisement

Applications are invited from graduates with experience and a broad interest in computing for the above post. The person appointed will be directly responsible to the Principal for the Co-ordination of College Computing Service. Previous applicants will be re-considered.

Both posts are tenable from 1st January 1982.

Salary Scale: Senior Lecturer £9,624-£11,328 per annum.

Starting salary dependent upon age, experience and qualifications.

Application forms and further particulars can be obtained from the Administrative Officer (Personnel), Hull College of Further Education, Queen's Gardens, Hull HU1 3DG. Telephone (0482) 29943 (Ext. 236). Closing date 2nd October 1981.

TES22/00/00

hcfe Hull College of Further Education

BARNET

LONDON BOROUGH OF BARNET
BARNET COLLEGE OF FURTHER EDUCATION
Applications are invited for the following vacancies, available from 1st January, 1982.
Senior Lecturer - Art & Design (Head of DATEC General Diploma Studies).
L.2 - English/EFL/ESL; L.2 - Literacy; L.1 - Mathematics; L.1 - Numeracy.
Removal expenses and separation allowances can be paid.
Further details and application form available from The Principal, Barnet College, Wood Street, Barnet, Herts. (A SAE foolscap for reply).
Closing date for applications - 2nd October, 1981. (25235) 220026

BEDFORDSHIRE

EDUCATION SERVICE
BARNFIELD COLLEGE (LUTON)
New Bedford Road, Luton LU3 2AX
Tel: Luton 507531
LECTURER I IN DATA PROCESSING/NUMERACY
To teach BASIC and COBOL to junior programmers and contribute to numeracy and statistics across a range of courses.
Salary Range: £5,034 - £8,658.
Application forms are obtainable from the Chief Administrative Officer and should be returned within 14 days of the appearance of this advertisement. (27847) 220026

BUCKINGHAMSHIRE

COUNTY COUNCIL
AMERSHAM COLLEGE OF FURTHER EDUCATION ART AND DESIGN
DEPARTMENT OF BUSINESS STUDIES
Required as soon as possible LECTURER 1 in Numeracy and Accounting up to Business Educational Council National level; the ability to teach Business Law would be an additional advantage.
Salary: £5034 - £8658 plus £213 Outer London Fringe Allowance.
For further details and application form send s.a.e. to - Head of Department, Department of Business Studies, Amersham College of Further Education, Art and Design, Stanley Hill, Amersham, Bucks. (27980) 220026

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Francis Street, Halifax HX1 3UZ.
Tel. Halifax 58221.
LECTURER I ART AND DESIGN
Applicants are invited for the post of Lecturer 1 in General Art and Design to teach mainly on DATEC and Foundation Courses. Duties to commence 1st January 1981.
Salary Scale Burnham F.E.
Application forms and further details are available from the Principal at the College. All such requests should be accompanied by a foolscap stamped addressed envelope and a further stamped addressed envelope must be included when submitting an application if an acknowledgement of receipt of application form is required. Applicants who have not received a communication from the College by 26th October 1981 can assume that the vacancy has been filled.
Closing date for applications is 28th September 1981. (27894) 220026

CAMBRIDGESHIRE

ISLE OF ELY COLLEGE
Wisbech
Vacancies for January 1982 or sooner by arrangement.
LECTURER 1 IN COMPUTING to teach Computer Studies up to 'A' Level. Candidates should possess industrial/commercial and preferably teaching experience together with a degree or professional qualification.
LECTURER 1 IN COMMUNICATION SKILLS to develop this work across the College with a wide range on craft apprentices.
LECTURER 1 IN MECHANICAL/PRODUCTION ENGINEERING to teach up to Part III Mechanical Engineering and Maintenance Engineering Craft Studies and EITB 1st. Year training.
Further details and application forms from: The Vice Principal, Isle of Ely College, Wisbech, Cambs. (returnable within 14 days). (27868) 220026

CHELTENHAM

NATIONAL STAR CENTRE
Ullenwood Manor, Cheltenham.
The National Star Centre is a specialised College of Further Education for physically handicapped young people.
LECTURER GRADE 1 COMMERCIAL STUDIES. Teaching duties will be concerned with pre-employment courses, especially the C.G.L.I. Foundation course. The ability to deal with the application of computers in the office would be of particular advantage.
LECTURER GRADE 1 HORTICULTURE. Teaching duties will mainly be concerned with horticulture as a therapy and lifelong interest, but there will be the opportunity to develop studies which will help students to look towards employment or partial self employment.
Further particulars and application forms are available from the Vice-Principal. (27598) 220026

CHESHIRE
EDUCATION COMMITTEE

HALTON COLLEGE OF FURTHER EDUCAION
Kingsway, Widnes WA8 7QQ

DEPARTMENT OF BUSINESS AND GENERAL EDUCATION

Available from 1st January 1982:-
Senior Lecturer in Business Education.
Lecturer 1 in Secretarial Studies.

Available from October 1981:-
Temporary Lecturer 1 in Secretarial Studies (during absence of staff member on maternity leave).

Further details and application forms (S.A.E. please) available from the Principal. Closing date for applications 30th Sept. 1981. (27842) 220026

CUMBRIA

COUNTY COUNCIL
BARROW IN FURNESS COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow in Furness.
Department of Technology and Science LECTURER II in MATHEMATICS.
Required for 1st January 1982, to teach Mathematics to Students following T.E.C. and Higher T.E.C. certificate courses. Applicants should have a degree of academic equivalent and industrial experience. Salary scale £6,462-£10,431.
Further details and application forms available from the Principal to whom completed forms should be returned no later than 2 weeks from this advertisement. (27739) 220026

DERBYSHIRE

EDUCATION COMMITTEE
HIGH PEAK COLLEGE OF FURTHER EDUCATION
Buxton
LECTURER II - Course Tutor for Hotel Book-keeper/Reception students preferably with experience of computer programming and data processing LECTURER I to teach Reception/Food Service.
LECTURER I to teach experimental Cookery, qualification in food technology an advantage.
Details and application form from the Principal (SAE please). Closing date: 2.10.81. (27781) 220026

DUDLEY
METROPOLITAN BOROUGH OF DUDLEY

STOURBRIDGE COLLEGE OF TECHNOLOGY & ART

£5034 - £8658 - Lecturer I in Art & Design Foundation Studies in Faculty of Art & Design (Department of Foundation & Design Studies).

Application forms/details from Principal (ref: SCTA/PS), Stourbridge College, Church Street, Stourbridge, West Midlands (Foolscap SAE). (25360) 220026

DURHAM

COUNTY COUNCIL
DURHAM AGRICULTURAL COLLEGE
Lecturer 1A Agriculture/Warden
Salary in accordance with Burnham F.E. Report
Further details and application forms, returnable within 14 days of the date of this publication, from the Principal, Durham Agricultural College, Houghall, Durham, DH1 3SG, on receipt of a stamped addressed envelope. (30306) 220026

ESSEX

THURROCK TECHNICAL COLLEGE
Woodview, Grays
COMPUTER UNIT
LECTURER GRADE 1 IN COMPUTER STUDIES/SYSTEMS required as soon as possible. The person appointed will be required to teach Computer Science or Systems/Programming. Applications are invited from persons with qualifications or interests in either aspect.
The range of courses currently taught includes specialist Data Processing, TOPS Programming and Microprocessor application courses, together with the computing options within Diploma in Management Studies, BEC and TEC courses. In addition a wide range of full time and part time specialist short courses are offered.
SALARY SCALE: Lecturer Grade 1, Min. £5,034, Max. £8,658 Plus London Fringe Allowance £213.
Application form and further details may be obtained from the Principal to whom completed forms should be returned as soon as possible after the appearance of this advertisement. (30292) 220026

ESSEX

HARLOW TECHNICAL COLLEGE
College Gate, The High, Harlow, Essex.
(Tel: Harlow 20131)
DEPARTMENT OF ENGINEERING.
LECTURER GRADE I in ELECTRONICS/TELECOMMUNICATIONS.
Required as soon as possible. Applications are invited from suitably qualified personnel to teach Electronics on T.E.C. Certificate programmes. The ability to offer a range of Telecommunications subjects will be an advantage.
DEPARTMENT OF MATHEMATICS AND SCIENCE
LECTURER GRADE I in Mathematics and Computing. Required for January 1982. A graduate to teach computing to GCE 'O' and 'A' level and on City & Guilds 747 and BEC courses, and mathematics on TEC courses in Engineering. Teaching experience and/or experience in commercial computing desirable.
Salary scale for both posts £5034 - £8658 per annum (plus £213 London Fringe Allowance.
For both posts application forms and further details from the Principal, to be returned within 14 days from the appearance of this advertisement. (28026) 220026(28025)

GATESHEAD

GATESHEAD METROPOLITAN BOROUGH COUNCIL

GATESHEAD TECHNICAL COLLEGE

Applications are invited for the following posts:-

1. LECTURER GRADE II IN ACCOUNTING AND MANAGEMENT STUDIES.

To teach Accounting, Quantative and Accounting Methods to BEC National level and on NEBSS courses together with subjects in the area of industrial studies, industrial relations and supervisory studies on TEC Higher Diploma courses.

2. LECTURER GRADE II IN ENGLISH AND COMMUNICATION STUDIES.

To teach English and Communications on a range of courses including 'A' level and Business Studies courses.

3. LECTURER GRADE I IN ART AND DESIGN.

To teach dawing and design work on a range of vocational art and design courses.

Applicants should be graduates or hold equivalent qualifications and have had sound industrial, commercial or teaching experience. A teaching qualification would be an advantage.

Posts are available from 1st September, 1981, or as soon as possible thereafter.

Application forms may be obtained from The Principal, Gateshead Technical College, Durham Road, NE9 5BN to whom completed forms should be returned within 14 days of the appearance of this advertisement. (28049) 220026

HERTFORDSHIRE

ST. ALBANS COLLEGE
29 Hatfield Road, St. Albans, Herts
(Tel: 60423)

SENIOR LECTURER IN BUSINESS STUDIES required from 1 January 1982 to take charge of the professional studies section of the department and in particular to be responsible for BEC full-time and part-time courses at National and General level.

Further details and application forms are obtainable from the principal, to whom they should be returned by 2 October 1981. (27897) 220026

Mid Glamorgan County Council
EDUCATION COMMITTEE

BRIDGEND COLLEGE OF TECHNOLOGY

Appointment of Principal

Applications are invited from suitably qualified persons who have had significant lecturing and administrative experience within the Further Education Service. Possession of a teaching qualification desirable.

The post is available from 1st January, 1982, following the retirement of the present post holder.

Salary payable will be on the Burnham Further Education Principal's scale for a Group 5 college.

Application forms to be returned by 30th September, 1981, and further particulars are available on receipt of a stamped, addressed, foolscap envelope from the Director of Education, County Hall, Cardiff.

CANVASSING WILL DISQUALIFY.

W. AYLWYN JONES
DIRECTOR OF EDUCATION

TES22/00/16

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ilea Inner London Education Authority

Principal

South London College

Applications are invited for the post of Principal of South London College in succession to Dr. C.J. Cooper who retires on 30 April 1982.

The College is organised in four departments:—

Telecommunications and Electronics, Business and Liberal Studies, Natural Sciences and Physical Sciences.

The main premises are at Knights Hill, West Norwood, SE27 with a branch at Tooley Street, SE1.

Applicants should be well qualified academically and possess a sound knowledge of further education, together with administrative experience at a senior level.

Under the provisions of the Burnham (Further Education) Report the College is in group 5 and the salary for the post of Principal is £18,612 plus £759 London Allowance.

Further information and Application forms (to be returned by 9 October 1981) may be obtained from the Education Officer (EO/FHE4) Inner London Education Authority, Room 257A, The County Hall, London SE1 7PB.

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ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award and subject to formal approval: LECTURER GRADE I: on an incremental scale within the range of £5034-£8658, starting point depending on qualifications, training and experience. LECTURER GRADE II: £6462-£10,431; SENIOR LECTURER: £9624-£11,328 (bar)-£12,141. For all posts there is an Inner London Allowance of £759.

CITY & EAST LONDON COLLEGE
Bunhill Row, EC1Y 8LQ
Department of Business Studies
PART-TIME LECTURERS in Secretarial Skills. Required for classes commencing as soon as possible part-time lecturers to teach secretarial skills on a variety of courses, for both full-time and part-time students, days and times to be negotiated. Those interested should contact the Senior Lecturer in Charge, Miss M. Coman, at the above address or by telephoning 01-628 0864.

CITY & EAST LONDON COLLEGE
Pitfield Street, N1 6BX
Department of Electrical Engineering
LECTURER GRADE II in Telecommunications (Ref 8122). Required, as soon as possible, to teach Telecommunications to TEC Certificate and Higher Certificate Courses. In addition to teaching Electrical Principles and Electronics up to Certificate level the ability to teach Telephone Switching Systems to Higher Certificate level is required, also the ability to offer Digital Techniques would be an advantage.

Department of Arts, Law & Social Sciences
SENIOR LECTURER (Ref 8120)
Required, as soon as possible, to teach one or more 'A' level subjects in the area of Arts and Social Sciences (preferably two of Economics, English, History, Italian, Spanish or Statistics), and to play a major part in the running of a large department.
TEMPORARY LECTURER GRADE I Student Counsellor (Ref 8121). A temporary appointment is required from November 1981 to July 1982 due to maternity leave. The post is full-time or part-time by arrangement. Applicants are preferred, who have been trained and have experience in the work of student counselling.

Further details for the above posts and an application form may be obtained from the Secretary to the Vice Principal (Staffing), telephone 01-253 6883 and should be returned within 14 days of the appearance of this advertisement.

LONDON COLLEGE OF FURNITURE
41-71 Commercial Road, E1
Tel: 01-247 1953
SENIOR LECTURER in Furnishing and Interior Design.
A senior lecturer is required to share senior responsibilities in the Department of Furnishing and Interior Design relating to the development and running of the college's proposed DATEC Higher Diploma course. Substantial design experience and teaching experience are required, covering the span of interiors, furnishings, furnishing textiles and furniture. Application forms are obtainable from the SAO at the College.

SOUTH EAST LONDON COLLEGE
Department of Hotel and Catering Studies
LECTURER I in Professional Cookery (Ref. HCS 51) to teach Professional Cookery to craft students on full and part time courses. The work of the Department includes CGLI 706 Parts I, II and III Cookery, CGLI 705 General Catering, TEC Diploma, HCIMA Professional Examinations. Relevant qualifications are essential, together with first class industrial experience. Teaching experience and qualifications are desirable.
LECTURER I in Accommodation Operations (Ref. HCS.52) to teach Housekeeping and allied subjects to students on full time and part time courses. The work of the Department includes TEC Diploma in Hotel Catering & Institutional Operations, CGLI 705 General Catering Certificate, HCIMA Professional Examinations, NEBSS Catering, CGLI 764 Cleaning Science, CGLI 706 Hotel Reception. Relevant qualifications are essential, together with first class industrial experience in an Housekeeping Department. Teaching experience and qualifications are desirable.
Assistance may be given towards household removal expenses.
Application forms, returnable within two weeks of the date of this advertisement, and further particulars, from the Senior Administrative Officer, SELTEC, Lewisham Way, London SE4 1UT. *It is essential to quote the correct reference number.* TES22/00/00

PETERLEE TERTIARY COLLEGE (GROUP 4)

Appointment of Principal

Applications are invited from persons with suitable qualifications for the post of Principal of Peterlee Tertiary College which is to open in September, 1984 as a result of a re-organisation of post 16 education in the Easington area.

The successful candidate will be required to take up duty initially as Principal of Peterlee Technical College prior to the opening of the Tertiary College.

Further details and application forms, returnable by 25th September, 1981, from the Director of Education, County Hall, Durham DH1 5UJ upon receipt of a stamped addressed foolscap envelope.

TES22/00/18

HUMBERSIDE COUNTY COUNCIL
Education Committee

THE EAST YORKSHIRE COLLEGE OF FURTHER EDUCATION

Head of the Computing Section

To be responsible to the Principal for:

1. Management of the computer configuration covering several sites.
2. Leadership of a group of full time and part time lecturers and a technician.
3. Some teaching at least to BEC/TEC National Certificate level.

Salary: Senior Lecturer Scale £9,624-£12,141.

Details and application form: The Principal, The East Yorkshire College of Further Education, West Street, Bridlington, North Humberside, YO15 3EA. Tel: (0262) 72676.

Closing date 28th October, 1981.

TES22/00/18

BIRMINGHAM EDUCATION DEPARTMENT
BIRMINGHAM COLLEGE OF FOOD AND DOMESTIC ARTS
Summer Row, Birmingham B3 1JB

Head of Department of Nursery Nursing (Grade 2)

Applications are invited for the above post, vacant from 1st January 1982. The successful candidate will be required to lead a team of staff involved in training young and mature students taking the National Nursery Examination Board Course, and in organising in-service Courses.

Applicants must be qualified teachers and preferably possess additional relevant qualifications. They should have knowledge of all aspects of the NNEB Course and wide experience of training student nursery nurses.

Salary Scale: £10,044-£11,337 per annum.

Previous applicants for this 'delayed' post will be automatically considered and need not re-apply.

Application form and further particulars obtainable from the Principal. Closing date for receipt of applications: 14 days after the appearance of the advertisement.

TES/22/00/18

BIRMINGHAM CITY COUNCIL

NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
Carlton Road, Worksop, Notts. S81 7HP

Appointment of

Vice-Principal

Applications are invited for the above post, which is vacant from 1st September, 1981. Applicants should be graduates with experience of senior responsibility in Further Education.

The College is at present in Group V with the following departments: Building, Business and Management Studies, Community Studies, Engineering, General Studies and Science, Mining Engineering, Work Orientation.

Further details and application forms are available from and returnable to the Director of Education, Further Education Service (Ref: F82), County Hall, West Bridgford, Nottingham, NG2 7QP, telephone: Nottingham (0602) 863366, ext. 3208. The closing date for receipt of applications is 30th September, 1981.

TES22/00/18

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Highbury College of Technology

PORTSMOUTH

Head of Department
Grade III

Health and Community Studies

Applications are invited from suitably qualified and experienced teachers to lead a Department offering a range of full-time and part-time, vocational/professional courses in Health, Home Economics, and Social Care.

Salary: £11,817-£13,203.

Further particulars and forms of application may be obtained from: The Secretary, Highbury College of Technology, Cosham, Portsmouth PO6 2SA. Tel: (0705) 383131. Ext. 247.

TES22/00/18

CITY OF DUBLIN VOCATIONAL EDUCATION COMMITTEE

Town Hall, Ballsbridge, Dublin 4.

Dublin Institute of Technology

Applications are invited for the post of:

Principal

College of Technology, Kevin Street, Dublin.

The College is one of six Colleges operating within the Dublin Institute of Technology. It offers Professional/Degree/Technician Courses in Science and Related Disciplines; Engineering—Electrical and Electronics and Telecommunications; Languages. It also provides courses for Apprentices and Craftsmen in the Electrical trade.

The College has an authorised academic staff of 230 approximately.

Qualifications:

(1) The degree of a recognised degree-awarding authority (with first or second-class honours) or an approved equivalent qualification.

(2) Not less than five years approved experience in research, industry, business, education or other relevant areas or in a combination of two or more of these activities, subsequent to obtaining the qualification specified under (1). It is desirable that the experience should include teaching at an appropriate level.

(3) A knowledge of Irish to satisfy the Department of Education.

Salary Scale: IR£13,923—IR£18,545

Incremental credit may be awarded to the successful applicant in certain circumstances up to a maximum of 5 increments.

Application forms (with Conditions of Appointment) are available from the undersigned. Latest date for receipt of application forms—Friday, October 9th, 1981.

Chief Executive (Ref: W1 Attn: J B Cotter H Dip L)

EDUCATION COMMITTEE
North West Kent College of Technology

New senior appointments in ENGINEERING have been created in the College as a result of a restructuring of engineering work to provide more opportunities for dealing with current problems and challenges.

We are seeking a

Head of Department of Mechanical Technology Grade III

who will bring vigour and initiative to a newly created Department which focuses on TEC, technician and pre-professional courses.

We also require a

Senior Lecturer in Engineering

who will be responsible for the teaching of Manufacturing Technology and allied subjects up to and including HTEC courses in the Department of Mechanical Technology.

In each case, the person appointed will have significant appropriate industrial and teaching experience and will be keen to engage in liaison with schools and industry.

London Fringe Area allowance. Assistance with relocation costs may be payable in appropriate cases.

Further information and application forms for both appointments can be obtained from the Principal, North West Kent College of Technology, Miskin Road, Dartford, Kent DA1 2LU. Tel: Dartford 25471.

TES22/00/18

KENT COUNTY COUNCIL

NORTH YORKSHIRE COUNTY COUNCIL

Scarborough Technical College

Applicants are invited for the following vacancies effective from 1 January, 1982.

Department of Business Studies
SENIOR LECTURER (SECRETARIAL SECTION)
To be responsible to the Head of Department for the overall supervision of the section within the Department and teach several appropriate subjects. Degree or equivalent professional qualifications preferred.

Department of Catering and Community Services
LECTURER GRADE II IN FOOD STUDIES
To head a team of food studies lecturers within the Department. Applicants should possess CGLI 706/3 (K&L) together with good industrial and teaching experience.

Salaries:
Lecturer Grade II £8,462-£10,431
Senior Lecturer £9,624-£11,328

Application forms are available from The Principal, Scarborough Technical College, Lady Edith's Drive, Scarborough, YO12 5HN. Telephone (0723) 72106 and should be returned not later than 2nd October 1981.

Metropolitan Borough of Sandwell

WARLEY COLLEGE OF TECHNOLOGY

Principal: J. W. Longden, M.Sc., C.Eng., M.I.Mech.E., M.B.I.M

Applications are invited for the following posts:

DEPUTY HEAD OF ENGINEERING TECHNOLOGY DEPARTMENT & HEAD OF THE SCHOOL OF SYSTEMS TECHNOLOGY

Principal Lecturer Grade
Post No. A/40/81/ET

The person appointed will have good industrial experience in Mechanical and Systems Engineering together with appropriate academic qualifications and proven teaching responsibilities.

A knowledge and experience of TEC programmes and submissions will be an advantage.

LECTURER GRADE II ENGINEERING AND MECHANICAL SCIENCES

Post No. A/41/81/ET

The person appointed will have good academic qualifications, industrial experience, and good teaching qualifications or experience.

LECTURER GRADE I VEHICLE BODY BUILDING

Post No. A/46/81/CT

The person appointed will be expected to have appropriate industrial experience and qualifications; teaching qualifications or experience will be an advantage.

SALARY SCALES:
Principal Lecturer — £11,298 p.a. to £12,591 in 3 increments × Bar, × £14,238 p.a. in 4 increments.
Lecturer Grade II — £8,462 p.a. to £10,431 p.a. in 10 increments.
Lecturer Grade I — £6,034 p.a. to £8,658 p.a. in 15 increments.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the Authority will disqualify.

Please telephone, or write, for an application form and further particulars quoting post number to:
The Principal, Warley College of Technology, Crockatts Lane, Smethwick, Warley, West Midlands B66 2BU.
Telephone No: 021-558 4121.
Closing date for all posts: First post Monday, 5th October, 1981.

TES22/00/18

HAMPSHIRE COUNTY COUNCIL

Farnborough College of Technology

Head of Department of Business Studies (Grade V)

This post will become vacant on 1st January, 1982, due to the appointment of the present holder to a Vice-Principalship. Applicants should hold at least an honours degree in a field of work for which the Department is responsible, and have extensive relevant business and teaching experience.

Further particulars may be obtained from the Staffing Office, Farnborough College of Technology, Boundary Road, Farnborough, Hants. GU14 6SB. (SAE please.)

Closing date: 2nd October, 1981. TES22/00/18

COLL OF FURTHER EDUCATION
continued

GRAMPIAN
REGIONAL COUNCIL

LECTURERS

Application forms and further particulars for following posts from Director of Education, Woodhill House, Aberdeen, AB9 2LU, with whom applications (3 copies) should be lodged by October 9. Salary placings given for approved teaching and industrial experience.

MORAY COLLEGE OF FURTHER EDUCATION
Elgin

SENIOR LECTURER I : LEARNING RESOURCE UNIT (6)

Applications invited from Lecturers who are teacher trained and who have a proven interest in educational Technology. To be part of team responsible for enhancement of teaching practice and principles within the College and required to lecture in your own discipline.

Salary scale:- £7205 to £10,087

ABERDEEN COLLEGE OF COMMERCE

LECTURER 'B' IN OFFICE ADMINISTRATION

Applications invited from persons holding professional qualification, degree or diploma in Commerce and preferably under experience in industry/commerce and teaching. Expected to teach Office and Secretarial Practice, Office Administration and Accounts.

Salary scale £6,076 to £8,716. (275683) 230056

HERTFORDSHIRE

COUNTY COUNCIL
WARE COLLEGE
Hertford Road, Ware, Herts.
LECTURER Grade II IN PHYSICS from 1st January 1982 to teach the subject to G.C.E. 'A' level. An interest in electronics and/or computing is desirable.

Further particulars of the post, together with application form, (s.a.e. please) are available from the Principal, Ware College, to whom completed application forms should be returned within two weeks of the date of this advertisement. (275685) 230056

ISLE OF MAN
BOARD OF EDUCATION

ISLE OF MAN COLLEGE OF FURTHER EDUCATION
GENERAL EDUCATION DEPARTMENT

Re-advertisement

Lecturer I in General Studies (1980) — to commence January 1982 — or as soon as possible thereafter. Applicants should be able to offer Economics to Salary to G.C.E. 'A' level and Sociology to at least 'O' level.

Previous applicants who wish to be re-considered need only apply (in writing) by letter.

Application forms and further details can be obtained on receipt of a self-addressed envelope from the Principal, Isle of Man College of Further Education, Homefield Road, Douglas, Isle of Man to whom completed forms should be returned by 9th October, 1981. (275101) 230056

LEICESTERSHIRE

SOUTH FIELDS COLLEGE OF FURTHER EDUCATION
Aylestone Road, Leicester LE2 7LW

SENIOR LECTURER to be COURSE TUTOR in PAINTING and DECORATING required 1st January 1982.

Further particulars and application forms obtainable from the Principal to whom completed forms should be returned as soon as possible. (275681) 230056

MERTON

LONDON BOROUGH OF MERTON
MERTON TECHNICAL COLLEGE
LECTURER I FOR PHYSICS AND MATHEMATICS required to teach up to G.C.E. 'A' level in the Department of General Education and Science.

Salary: Burnham Scale, Lecturer I: £5,034 to £8,658 per annum plus £750 per annum London Allowance.

Further details and application form available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to be returned within two weeks.

Richard Davies, B.A., Director of Education and Clerk to the Governors. (275336) 230056

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING/LECTURING STAFF
COLLEGE OF TECHNOLOGY
Bridgend
OGWR DISTRICT
SENIOR LECTURER IN SECRETARIAL STUDIES

The person appointed will be directly responsible to the Head of Department for the Secretarial Studies Section.

Applicants must possess appropriate qualifications in Secretarial Skills and be qualified teachers with extensive teaching experience in Further Education. Secretarial/Commercial experience will be an advantage.

Salary £9633 - £11,328 (subject to progression through the bars).

Applicants should submit a curriculum vitae not later than 25th September, 1981, to the District Education Officer, County Council Offices, Sunnyside, Bridgend.

Application forms, to be returned by 30th September, 1981, are available on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, District Education Office, Tyfica Road, Pontypridd.

TECHNICAL COLLEGE
Pontypridd
1. Lecturer II required for the Department of Mathematics, Science and Food Technology. Applicants must be graduates with qualifications in Computer Science/Studies to teach the subject to students on BC/TEC National Diploma Courses, and with ability to teach Chemistry to a variety of craft students, laboratory technicians and students from the chemical and allied industries. Possession of a teaching qualification an advantage. Salary: £6462 - £10,431 per annum.

2. Two lecturers I (temporary posts) required for the Industrial Training Unit attached to the colleges but situated on the Treforest Industrial Estate. The function of the unit is to provide tuition for recently unemployed school leavers on a Work Introduction Course so that they may acquire simple workshop skills and also those life and social skills so important in the total development of a person. Salary: £5034 - £8658 per annum.

Applications, by letter, to the District Education Officer, District Education Office, 'The Grange', Tyfica Road, Pontypridd, Mid Glam.

CANVASSING WILL DISQUALIFY.

W. AYLWYN JONES, Director of Education. (275682) 230056

NOTTINGHAMSHIRE
COUNTY COUNCIL

BASFORD HALL COLLEGE OF FURTHER EDUCATION

LECTURER
Grade I £5034 - £8658

LIFE AND SOCIAL SKILLS

Required from 1st January 1982, to help develop a newly-formed V.O.P. course in the College. Applicants should be qualified teachers. Ability to help with Communication/Literacy and Numeracy, or some Basic Work Shop skills an advantage.

Entry point on the salary scale according to qualifications and experience.

Application forms and further details are available from the Principal of the College, Stockhill Lane, Nottingham, NG6 0NB, telephone: Nottingham (0602) 104841. Closing date 2nd October, 1981. (275710) 230056

STAFFORDSHIRE

EDUCATION COMMITTEE
STOKE-ON-TRENT CAULDON COLLEGE OF FURTHER EDUCATION

LECTURER I - HUMAN BIOLOGY/APPLIED SCIENCE.
LECTURER I - CARPENTRY AND JOINERY
LECTURER I - SHORTHAND, TYPEWRITING/COMMERCE.
£5,034 - £8,658 per annum.

Application forms and further particulars in respect of the above three posts are available from the Vice Principal, Stoke-on-Trent Cauldon College of Further Education, Stoke Road, Shelton, Stoke-on-Trent, ST4 2DC.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate trade Union. (275683) 230056

SURREY

EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Surrey KT17 3DS

Required as soon as possible: LECTURER IN PLUMBING. SENIOR LECTURER IN PLUMBING.

Salary: Lecturer I £5034 - £8658 p.a.
SENIOR LECTURER £8624 - £11,328 per £12,141 Plus £92 p.a. London Weight Plus Allowance. Generous relocation expenses in approved cases. (275564) 230056

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
NORTH TRAFFORD COLLEGE OF FURTHER EDUCATION

Lecturer II in COMMUNICATIONS to lead Communications teaching in the College and to work closely with the Lecturer II in Communication Studies concerning future developments in the areas of Communications and General Studies.

Full particulars are available from Principal's Secretary, South Trafford College of Further Education, Manchester Road, West Timperley AllTrincham WA14 5PQ to whom applications should be lodged by End October, 1981. (275644) 230056

WEST GLAMORGAN

COUNTY COUNCIL
Please see displayed advertisement on page..... (275645) 230056

WEST SUSSEX

CHICHESTER COLLEGE OF TECHNOLOGY
Westgate Fields, Chichester PO19 1SS.

Required January 1982 or before. Re-Advertisement. HEAD OF SCHOOL OF SECRETARIAL STUDIES (SENIOR LECTURER GRADE). An able administrator with wide experience of secretarial studies teaching is sought to lead large secretarial studies school in the (Grade VI) department of Management and Business Studies.

Courses range from post-CSE to post: Graduate, including RSA, BEC, Pitman and LCC examinations.

The successful candidate will be well-qualified, preferable teacher trained with relevant commercial experience. Familiarity with word-processing technology advantageous.

RE-ADVERTISEMENT
LECTURER IN COMPUTER STUDIES.

To teach BEC/TEC certificate and diploma and city and guilds courses. Knowledge of Cobol and Basic languages advantageous.

LECTURER IN HAIRDRESSING.

To teach city and guilds 700 to full or part-time student. Knowledge of Men's Hairdressing, Wet-styling, make-up and manicure advantage. Applicants should be qualified hairdressers with industrial and preferably some teaching experience.

Form and details from Principal at College on receipt of S.A.E.

Closing date 14 days from appearance of advertisement. (275690) 230056

HUMBERSIDE COUNTY COUNCIL

NORTH LINDSEY COLLEGE OF TECHNOLOGY

Kingsway, Scunthorpe, South Humberside DN17 1AJ

Applications are invited for the following posts which will become vacant on 1 January 1982.

HAIRDRESSING AND CATERING

Head of Department Grade 3

High qualifications, good teaching and commercial experience, and proved administrative ability required.

INFORMATION AND LEARNING SERVICES

Senior Lecturer responsible to the Principal for the provision and development of Library, Audio Visual CTV and Reprographics services.

To commence 1 January 1982
Closing date 5 October 1981
For particulars etc. send large S.A.E. to the Principal

TES22/00/18

Colleges and Departments of Art

Other Appointments

CUMBRIA
COUNTY COUNCIL

CUMBRIA COLLEGE OF ART & DESIGN

Required from January 1st, 1982: SENIOR LECTURER IN GRAPHIC DESIGN

A Graphic Designer (or person with related skills) who also has considerable teaching and administrative experience is required to take responsibility for the TEC Diploma in General Vocational Design course. The successful applicant will have experience of theTEC course submission and management procedures. Salary £9624 -£11,328.

LECTURER II IN TEXTILES

Experienced practitioner and teacher of printed textiles is required for the vocational courses in Textiles at Higher Diploma Level. The successful applicant will be expected to have a sound knowledge of the practical aspects of fabric printing. Salary £5462- £10,431.

LECTURER GRADE I

A Textiles Designer is required for the TEC Diploma in General Vocational Design course. The successful applicant will have a sound working knowledge of Textile Design and Printing and/or associated design fields, for example Embroidery. Salary £5034 - £8658.

LECTURER GRADE I

A well qualified person is required to teach Complimentary Studies to all full-time courses. The Complimentary Studies programme for full-time courses includes a wide range of subject matter. The person appointed will be required to make a contribution to the organisation of the programme and in particular a teaching contribution to History of Art and/or Crafts as well as other related subject areas. Salary £5034 - £8658.

Further details and application forms from the Principal, Cumbria College of Art & Design, Brampton Road, Carlisle CA3 9AY. Telephone: 23539. Closing date: 5th October 1981. (275175) 280000

NORFOLK

NORFOLK COLLEGE OF ARTS AND TECHNOLOGY
LECTURER GRADE I IN PHYSICS
Required as soon as possible to teach mainly 'O' and 'A' Level Physics.

Candidates should be graduates and possess appropriate industrial and/or teaching experience.

Salary scale: £5,034 - £8,658 p.a. (Current Burnham Scale).

Application forms and details obtainable from Chief Administrative Officer at the College, Tennyson Ave., King's Lynn, Norfolk on receipt of request with stamped addressed envelope. (275170) 240024

Polytechnics

Other Appointments

LONDON

POLYTECHNIC OF THE SOUTH BANK
Borough Road, London SE1 0AA

PRINCIPAL/SENIOR LECTURER IN TAXATION
(Ref. A89)

Applications are invited for this appointment, which arises as a result of the retirement of Mr R. A. J. Bowman. Applicants who should hold a recognised professional qualification and/or appropriate degree, should preferably be members of the Institute of Taxation and have considerable taxation experience gained in public practice, industry or commerce, or the Inland Revenue.

Salary: in the range - Principal Lecturer - £16,057 (a) - £14,897 inclusive of London Allowance, and Senior Lecturer - £13,557 (a) - £12,400 inclusive of London Allowance.

Further particulars and application forms from: The Staffing Office, Polytechnic of the South Bank, Borough Road London SE1 0AA.

Telephone: 01-928-8889 Ext. 2023.

The closing date for receipt of completed application forms is 2nd October 1981. (275217) 230056

NEWCASTLE UPON TYNE

NEWCASTLE UPON TYNE POLYTECHNIC

SCHOOL OF BUSINESS ADMINISTRATION
LECTURER II IN SECRETARIAL STUDIES

Applications are invited for the above post which will carry contributions to Advanced level teaching programmes in the Polytechnic. An ability to contribute to a programme in Secretarial Studies is desirable.

Applicants should have first degree, appropriate professional and teaching qualifications and relevant experience.

Burnham FE Lit. £6462 - £10431 pa.

For further details and application forms (quote reference 10 and October 1981, please ring our 24 hour recorded answering service (0632 325981) or send a stamped addressed envelope to the Personnel Officer, Newcastle Upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle Upon Tyne, NE1 8ST. (275243) 240024

University Appointments

BOTSWANA
UNIVERSITY COLLEGE OF BOTSWANA

Applications are invited for the post of LECTURER IN MATHEMATICS EDUCATION in the Department of Science Education. Applicants must hold a Masters degree in Mathematics Education. The appointee will be required to teach Mathematics content courses in the Diploma in Secondary and Primary Education and Bachelor of Education (Primary) programmes; Methods of Teaching Mathematics in Diploma in Secondary Education. Salary scale: (1979 - P 1,611). The University has a small number of positions within its establishment for which National Programmes provides supplementation payments. The present scale of payments no such benefits and is offered on ordinary expatriate terms only. Two-year contracts (renewable); contract addition; family passages; housing allowance; gratuity, assistance with accommodation, hard furniture provided.

Detailed applications (8 copies) including a curriculum vitae and naming 3 referees, should be sent to the Registrar, University College Botswana, Private Bag 0061, Gaborone, Botswana, to arrive no later than 15 October 1981. Applicants resident in UK should also send 1 copy to the Committee for International Cooperation in Higher Education, The British Council, Higher Education Division, 90/91 Tottenham Court Road, London, W1P 0JT. Further details are available from either address. (275161) 280016 address. (275161)

THE TIMES
HIGHER EDUCATION SUPPLEMENT

The newspaper of higher education provides a notice-board for all university appointments.

It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.

For further information on how to book advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, 200 Gray's Inn Road, London WC1X 8EZ. Telephone Lavrence Wilson: 01-837 1234, extension 379. (275204) 280000

NORFOLK

NORFOLK COLLEGE OF ARTS AND TECHNOLOGY
LECTURER GRADE I IN PHYSICS
Required as soon as possible to teach mainly 'O' and 'A' Level Physics.

Candidates should be graduates and possess appropriate industrial and/or teaching experience.

Salary scale: £5,034 - £8,658 p.a. (Current Burnham Scale).

Application forms and details obtainable from Chief Administrative Officer at the College, Tennyson Ave., King's Lynn, Norfolk on receipt of request with stamped addressed envelope. (275170) 240024

Colleges of Higher Education

Other Appointments

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION

Department of Business Studies

LECTURER GRADE II in ACCOUNTING (8 posts)

Applications are invited for the above posts, tenable from 1 January, 1982 to teach accounting subjects on professional courses, up to Final level, and on BEC National and Higher National programmes. Ability to offer taxation, auditing or management studies would be particularly welcome.

Candidates should be graduates and/or possess relevant commercial or teaching experience.

Salary scale £6462 - £10,431.

Application form and further details available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent. Tel: 0634-41001, to whom completed applications should be returned by 5th October 1981. (275077) 5 October 1981 340024

Adult Education

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
WOLVERHAMPTON ADULT EDUCATION SERVICE
LECTURER II BUSINESS F.E.

Applications are invited for the post of Senior Area Organiser in the above service. Candidates should have a good background in Youth Work with particular reference to girls clubs/units, experience in adult education would be an advantage.

Application forms and further particulars from Director of Education, The College of Adult Education, Old Hall Street, Wolverhampton. Closing date: 5th October 1981. (275325) 340006

WEST MIDLANDS COLLEGE OF HIGHER EDUCATION, WALSALL
School of Teacher Education
Required for January 1982:—

Lecturer II/ Senior Lecturer

in First School (5-8 years) Curriculum Method and Language/Reading development, to contribute to B.Ed. (Hons.), P.G.C.E. and In-Service B.Ed. (Hons.) courses. It would be advantageous if applicants could also offer some Psychology of Education and/or Junior School Method.

Applicants should possess relevant degree qualifications and recent First School teaching experience.

Application forms are available from the Principal, West Midlands College of Higher Education, Gorway, Walsall WS1 3BD. (Tel: Walsall 28141), to whom they should be returned by Wednesday 7th October.

TES34/00/28

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

PRINCIPAL

Napier College of Commerce and Technology
Edinburgh

RE-ADVERTISEMENT

The above post will become vacant on the retiral of Principal J. Dunning CBE on 31 December 1981.

Napier College, which opened in 1964, is now a major Institution of Higher Education and provides a wide range of advanced courses tailored to meet the needs of Industry and Commerce — CNAA degrees, Higher Diplomas, Certificates and Professional Qualifications.

The College is a Group 12 College in terms of the Scottish Teachers Salaries Memorandum 1980 and presently the post carries a salary of £28,945.

Proven managerial experience in a relevant area, leadership qualities and appropriate qualifications are essential prerequisites for the post.

Applications comprising a curriculum vitae together with the names of two referees and a supporting letter of application should be sent in an envelope marked 'Confidential' to:—

Mr. J. W. Sellars
Divisional Education Officer
Department of Education
Lothian Regional Council
40 Torphichen Street
EDINBURGH EH3 8JJ

Further details may be obtained from the above (Tel: 031-229 9292 Ext. 3808). Closing date for applications is 12 October 1981.

TES34/00/18

STOCKTON-BILLINGHAM TECHNICAL COLLEGE

This post is immediately vacant. Details and application form can be obtained from The Principal, Stockton-Billingham Technical College, The Causeway, Billingham, Cleveland TS23 2DB.

Closing date for applications is 14 days from the appearance of this advertisement.

81/10 LECTURER II IN GAS TECHNOLOGY

A trained and experienced FE teacher is required for this post which is the senior post in a small section concerned with courses for Gas Service Engineers, Gas Distribution Craftsmen, and TEC(B3) programmes in Gas Utilisation and Distribution. Applicants must have sound knowledge and experience of these courses as well as good qualifications and substantial experience in the gas industry.

Responsibility for the organisation of workshops is one of the duties of the post.

Salary: Burnham FE Grade LII — £8,462-£10,431. TES38/00/00

EDUCATION DEPARTMENT THANET DIVISION

Hilderstone Adult Education Centre (Group 3)

Appointment of

PRINCIPAL

Salary Range £14,931-£15,972

The post of Principal of the Centre will become vacant in December 1981 as a result of the retirement of the present occupant, Mr. G. Sedgwick. The new Principal therefore would be expected to take up duty on 1st January 1982.

The Adult Education Centre serves the whole of the Isle of Thanet and is located in three main sites in Broadstairs, Margate and Ramsgate. The Principal is based at Broadstairs. In addition to its responsibility for the provision of traditional adult education courses the Centre has developed a very substantial level of provision for the teaching of English as a Foreign Language.

Applicants should be well qualified, preferably with a degree or diploma in Adult Education and substantial experience in both teaching and administration in Adult Education.

Salary is on a fixed point, based on student hour figures, within the Burnham Further Education Group 3 Range. (£14,931-£15,972).

Application forms and further particulars are available from the Divisional Education Officer, Danemount, The Vale, Broadstairs, Kent. CT10 2BZ. Closing date for applications: 28th September 1981.

TES39/00/00

KENT COUNTY COUNCIL

Social Services Stamford House Regional Assessment Centre, 206 Goldhawk Road, London W12

Deputy Head of Remand

Stamford House is divided into units — Remand, Assessment and Secure Accommodation — under the overall direction of the Principal, and we require, as soon as possible, a Deputy Head of Remand.

For this post we require a man or woman, with a teaching qualification, able to take responsibility for the educational aspects of the Remand Unit comprising 60 boys. The person appointed must be able to take charge of the Unit in the absence of the Head of Remand, and experience of residential work with disturbed children would be an advantage, as would knowledge of the legal aspects of Remand Work.

In addition to child care and teaching staff, there is support from other specialist staff with a wide range of professional skills.

The salary is in accordance with Schedule II Group III of the JNC for Former Approved Schools and Remand Homes: £9,360-£11,364.

This is a resident post. Married or single accommodation available.

Informal enquiries may be made to Mr. B. Hilton, Stamford House. Tel: 01-743 8461.

Further particulars and an application form may be obtained from Staff Section, London Borough of Hammersmith & Fulham, Vencourt House, 256 King Street, London W6. Tel: 01-741 1677, ext. 236.

Applications welcomed from registered disabled people.

Hammersmith & Fulham TES42/00/00

ADULT EDUCATION
continued

BEDFORDSHIRE

EDUCATION SERVICE
APPOINTMENT OF ADULT EDUCATION TUTOR
SPECIAL FULL LEARNING PROGRAMMES
SOUTH BEDFORDSHIRE
Applications are invited from suitably qualified and experienced persons for the post of Adult Education Tutor within the Special Adult Learning Programmes Scheme of the Authority's Adult Education Service. The person appointed will be under the director of the Staff Tutor and will be responsible for co-ordinating provision for the basic educational needs of ethnic minorities, particularly providing for those wishing to learn to speak English as a Second Language (E.S.L.).
Salary - Burnham F.E. Lecturer II (£6462 - £10431).
It is hoped to appoint with effect from 1st January 1981, or earlier if possible.
Further details and an application form are available from the Chief Education Officer, County Hall, Bedford, Reference FE421.
Closing date 2nd October, 1981. (30433) 440000

LONDON
INNER LONDON EDUCATION AUTHORITY

THAMESSIDE ADULT EDUCATION INSTITUTE
Burrage Grove, Woolwich, SE18

Required as soon as possible a Lecturer Grade II to initiate, supervise and develop imaginative programmes of work for young people and adults in a purpose-built Centre attached to a newly built Primary School on Thamesside (opposite Plumstead S.R. Station).

Experience in Youth work and/or Adult Education is required for this new appointment.

Duties will include organising and administration duties as well as general supervision and some teaching of adults.

RAVENSBOURNE ADULT EDUCATION INSTITUTE
Ewhurst Road, Brockley, SE4 1AG

Lecturer Grade II - Community Education Worker

An experienced worker with a particular interest in the special needs of people living in an area of stress and deprivation is required to work in this institute which serves the north area of the Borough of Lewisham. A multi ethnic Community Education Worker attached to the Institute is in post.

Salary Scale Lecturer Grade II: £6,462 - £10,431 plus £755 London allowance.

Assistance may be given towards household removal expenses.

Details and application forms returnable by 25th September 1981 from the Senior Administrative Officer at the respective Institute. (27968) 380000

Community Homes and Associated Institutes

Headships and Deputy Headships

HAMMERSMITH AND FULHAM

STAMFORD HOUSE
DEPUTY HEAD OF REMAND
Please see Display Advertisement under Assessment Centres. (45334) 400014

Assessment Centres

CAMBRIDGESHIRE

NORTHERN AREA
BATHES OBSERVATION AND ASSESSMENT CENTRE
Welmore Road, Glinton, Peterborough.
Required for January 1982:-
Assistant Teacher - Scale 2.
Enthusiastic and experienced teacher to join an established team of three teachers plus Welfare Assistant at this Centre. "Bathes" is a purpose built residential centre pleasantly situated on the outskirts of a village some 8 miles north of the City of Peterborough. It provides residential accommodation for 19 boys and girls plus 3 day places and secure unit for 2 girls. Candidates should have experience within either Secondary or Special School. The ability to teach a range of subjects is essential, but expertise and/or experience in any of the following would be an advantage: Mathematics or English, Science and Music.
Interested applicants are invited to visit the centre by appointment with the Teacher-in-Charge, telephone Peterborough 853121.
Possibility of assistance with housing in appropriate cases.
Application forms and further details are available from the Senior Area Education Officer, Education Office, Youthill Close, Bretton, Peterborough, PE3 9JU (S.A.E. to assist). Closing date for receipt of applications, 2nd October 1981. (30458). 440000

Youth and Community Service

BRISTOL

HARTCLIFFE BOYS' CLUB
The Management Committee is seeking a full time assistant youth worker at this local authority grant aided club in Bristol's inner city, Hartcliffe. There is considerable scope for development of new youth activities in a large purpose built centre. The post is open to a person, male or female, who is an enthusiastic youth worker who can combine a variety of interests in a full program with outdoor summer activities. Swimming pool facilities are available for gymnastics, games and numerous library visits.
Application forms and further particulars can be obtained from S.A.E. Hartcliffe Boys' Club, Hartcliffe Way, Bristol, BS13 0NZ. Closing date for applications 9th October. (28175) 440000

BEXLEY
BEXLEY LONDON BOROUGH

Youth Worker (full-time) required to fill the following vacancy -

DEPUTY WARDEN at THAMESMEAD YOUTH CENTRE

Salary J.N.C. Scale 3 Points 1 - 9 £5,448 - £6,423, plus £498 L.W.

Suitable for someone who has recently qualified as a youth worker and wishes to gain experience.

Closing date two weeks after this advertisement.

Application forms and full details from Director of Education, Town Hall, Crayford, Kent. DA1 4EN. Telephone 01-303 7777, Ext. 318 or 279. (30413) 440000

BUCKINGHAMSHIRE

COUNTY COUNCIL EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICES
YOUTH AND COMMUNITY WORKER
GRANGE CENTRE
Aylesbury
JNC III. 1 - 5, £6741 - £7578
Applications are invited from suitably qualified and experienced people for the above post based at the Grange Centre, Aylesbury. The Centre is based on the campus of the Grange County Secondary School and offers excellent facilities for a variety of work with young people in a large area of the rural town of Aylesbury. The person appointed will be expected to work with groups of young people outside the main centre and liaise with other workers in the area.
Further details and application forms available from the Headteacher, Grange County Secondary School, Wendover Way, Aylesbury, Bucks., on receipt of s.a.e. (27916). 440000

CAMBRIDGESHIRE

CAMBRIDGE AREA
ST. ANDREW'S C.E. (A) COMMUNITY JUNIOR SCHOOL
Cambridge.
COMMUNITY DEVELOPMENT OFFICER.
Applications are invited from experienced and suitably qualified applicants for the important new post in a purpose-built community school, commencing as soon as possible. Salary SO1 £6190 £6753. The person appointed will be responsible to the Headteacher of the school for the development and promotion of community activities within the area and the day to day management of the use of the community facilities within the school. The post calls for a person with energy drive and initiative.
Application forms and further details from Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP (s.a.e. please) returnable by 2nd October. (30431) 440000

CYSA
COMMUNITY & YOUTH SERVICE ASSOCIATION

SECRETARY GENERAL

With qualifications relevant to skill offered and experience of Trade Union business, Administration, Finance and Youth and Community Work, to be responsible for a small staff covering the management of the Association.

Salary according to age and qualifications c £8,000.

For further details ring 061-832 7468.

Closing date Oct. 18, 1981.

Previous applicants need not re-apply.

The professional youth and community workers' independent Trade Union No. 1 (27755) 440000

DUDLEY
METROPOLITAN BOROUGH OF DUDLEY

THE HILLCREST SCHOOL & COMMUNITY COLLEGE
Sliams Lane, Netherton, Dudley, West Midlands, DY2 0PB
(19 - 16 co-ed, comp. 800 on roll)

For January or earlier, COMMUNITY TUTOR, finalist responsibility for development of adult work. Burnham Scale 3. (Re-advertisement - previous applicants will be considered).

Application forms/details (foolscap SAE) from Principal. (28355) 440000

DURHAM

COUNTY COUNCIL
PETERLEE YOUTH CENTRE
Applications are invited from suitably qualified persons for the post of:-
Full-time Leader-in-Charge, J.N.C. Bands 3 - £5741 - £7578.
Stamped addressed envelope for further details and application form, returnable by 12th October, 1981, from the Director of Education, Aykley Heads, Durham DH1 5UY. (30367) 440000

HAMPSHIRE

COUNTY COUNCIL
Portsmouth Area
PORTSMOUTH COMMUNITY CENTRE (BUCKLAND)
DEPUTY WARDEN required from 1st February, 1982. Qualifications and conditions of service in accordance with J.N.C. for Youth Leaders and Community Centre Wardens. Salary scale Range 3 (points 1-5) £5741 - £7578 p.a.
Further details and application forms from the Area Youth Officer, Civic Offices, Guildhall Square, Portsmouth (PO1 2EL) Tel. No. Portsmouth 812411 Ext. 23. Closing date 2nd October. (30348) 440000

HAMPSHIRE

REDBRIDGE COMMUNITY SCHOOL
Duckmore Lane, Southampton SO2 [illegible]
Required for January a Community Warden, N.E. Basic of Deserving Grade II, this is a new post and applicants should have experience of and a commitment to working with varied community groups including adult education and youth groups.
S.A.E. to Head for further details by 25th September. (27966) 440000

LANCASHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Re-Advertisement

FYLDE YOUTH TEAM

YOUTH LEADER (QUALIFIED) J.N.C.3

Required as soon as possible.

Forms/Further details (from Youth Education Officer), 19, Wapping, Fleetwood, Lancs. Closing date: 9th October, 1981. (27948) 440000

HERTFORDSHIRE

COUNTY COUNCIL
YOUTH & COMMUNITY SERVICE
DEPARTMENT
DE HAVILLAND COLLEGE
Qualified Youth & Community Worker required to join the Welwyn Garden City area team of five professional staff.
Within contributing to the overall work of the team throughout the area, the person appointed will have specific responsibilities in the Panshanger area of the town and for Monks Walk Youth Wing.
The post is graded JNC Scale 3 (£7365 - £8271) plus £213 p.a. London Fringe Allowance and an additional £112 p.a. for longer training and/or higher qualifications.
Assistance with housing may be provided.
For further information and application form write to: Head of Youth & Community Dept., De Havilland College, The Campus, Welwyn Garden City, Herts. Tel: Welwyn Garden 26318, ext. 25.
Closing date for applications - Monday, 5th October 1981. (27881) 440000

NORTHUMBERLAND

COUNTY COUNCIL
BERWICK YOUTH & COMMUNITY CENTRE
Berwick upon Tweed.
WARDEN (Burnham Scale 3).
Required from 1st January, 1982.
A qualified teacher with experience in areas of Youth Service, Adult Education and Community Work. The Warden is responsible for the promotion of Youth and Adult Social and Educational activities in a large substantial building adjacent to the famous Walls in a quite but central part of the town. The applicant will also be required to teach up to one day per week at Berwick upon Tweed High School. Removal expenses and lodging allowance payable in approved cases.
Application forms and further details obtainable by sending a foolscap s.a.e. to the Headteacher, Berwick County High School, Adams Drive, Berwick upon Tweed, TD15 [illegible], to whom completed forms should be returned by 2nd October 1981. (27858) 440000

NORTHUMBERLAND

COUNTY COUNCIL
ASHINGTON HIGH SCHOOL
(Coeducational: 1900 pupils aged 12 correction 13 to 18: 150 plus in the Sixth Form).
YOUTH TUTOR (SCALE 2).
A qualified teacher required January 1982 with youth work experience to continue the development of youth work in the school and the surrounding districts. The post will carry a teaching timetable of 10 periods a week and the youth tutor will work under the supervision of the Deputy Head Community. Applicants must be prepared to work evenings and occasional weekends.
Candidates should state their chief interests and say what ways they expect to add and contribute to the general life of the school.
Removal expenses and lodging allowance payable in approved cases.
Application forms available by sending a s.a.e. to the Headmaster, Green Lane, Ashington NE63 8DH to whom they must be returned by 28th September 1981. (27956) 440000

NORTHAMPTONSHIRE

DAVENTRY AND DISTRICT MIXED YOUTH AND SPORTS CLUB

APPOINTMENT OF YOUTH WORKER/MANAGER

Applications are invited from Qualified Youth and Community Workers or Teachers with Youth and Community work experience for the above post.

The Daventry and District Mixed Youth and Sports Club has modern purpose built premises which includes large sports hall complex.

It is hoped to make an appointment as soon as possible.

Salary payable is in accordance with the Joint Negotiating Committee for Youth Workers and Community Centre Wardens Range 3 points 4 - 8 (£7,365 - £8,271).

In certain circumstances it may be possible to assist with housing.

Application forms and further particulars may be obtained from Mr. Robin Leslie, "Truant", High Street, Ravensthorpe, Northants.

Applications should be returned within 14 days of the appearance of this advertisement. (27918) 440000

Royal Philanthropic, Redhill, Surrey

Regional Resource Centre

This new establishment will begin to operate from early January, 1982. It will replace the present Assessment Centre and provide for Assessment, Remand and a wide range of support services for adolescent boys in the care of the London Boroughs particularly those in the South West of the region. Residential accommodation and educational facilities for up to 56 boys will be in small purpose built units one of which will be a secure unit for 8 boys.

We wish to appoint immediately to the post of

Head of Centre

Salary: £12,111 to £12,999
(Four Incremental points)
S.J.A.C. salary and conditions of service)

You must be professionally qualified in one or more appropriate discipline and be able to demonstrate wide experience in the residential care of adolescents.
For informal discussion about this key post please phone Walter Dempling, on Redhill 69445 ext. 26.

Application forms and further details of the post from The Principal Officer, Royal Philanthropic, Redhill, Surrey. Closes 9 October. TES40/00/00

Wandsworth
an equal opportunity employer

NEWCASTLE UPON TYNE

BENFIELD BOYS' CLUB
Applications are invited from qualified and experienced Youth and Community Worker, to join a dynamic and ever developing team, able to assist young people in the community at this recently opened centre.
Salary Scale: J.N.C. Scale 3 points 1 - 9 (£5,741 - £7,578).
Further particulars may be obtained from Mr. J. Cary, Secretary, Benfield Boys' Club, Benfield Road, Walkergate, Newcastle upon Tyne 6.
Applications by 1st October, 1981. (28052) 440000

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT

SUTHERLAND HIGH SCHOOL (11 - 18)
Sutherland Road, Darnhill, Heywood.
Tel. No. Heywood 66464

Required for January 1982 HEAD OF CENTRE to the new School/Youth/Community Unit at the Sutherland High School, Heywood.

Salary J.N.C. Scale for Youth and Community Workers, Band 3, Points 1 to 5.

Some teaching within the social Education Programme of the school and work with Youth and Community Services within the unit would be required.

Application forms and further details on receipt of a foolscap stamped addressed envelope from the Headmaster, Sutherland Road, Darnhill, Heywood OL10 3PL. Closing date 2nd October 1981. (28072) 440000

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL.

PERRYFIELDS HIGH SCHOOL (11 - 16 COMPREHENSIVE)

Required for January 1982 or as soon as possible:

Youth Tutor - Burnham Scale 3 or Youth and Community workers JNC Scale 3 (JNC conditions in each case).

Application forms and further details available from and returnable to Head Teacher, Oakers Road, Oldbury, West Midlands. Closing date 5th October 1981.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of this authority will disqualify. (28355) 440000

Overseas Appointments

ARGENTINA

ST. HILDA'S COLLEGE
Buenos Aires.
Enquires for January 1982 a Overseas teacher.
For details see Independent Schools Section. (28076) 440000

AUSTRALIA

MENTONE GRAMMAR SCHOOL
Victoria, Australia
Requires a HEAD OF FOREIGN LANGUAGES DEPARTMENT who will teach French through out School.
Ability to assist with games activities programme essential.
Duties commence late 1982.
Applications, with full Curriculum Vitae and references to two referees to John Payne, Brook Cottage, Church End, Blewbury, Oxfordshire, Blewbury 850605. (30015) 460000

BAHRAIN

HEAD OF COMMERCIAL SECTION
To organise and teach Pitman Shorthand (New Era), typewriting, office practice. Applicants must have teaching experience and preferably commercial qualifications.
Single status. 1 yrs contract on £4,800 tax free p.a. Terms are £2V equals 0.700 dinars. 21 days annual leave plus religious holidays. Fares paid at beginning and end of contract. Shared accommodation available.
Send full CV to: Anne Cleugh, Polytechnic Schools (UK) Limited, Polytechnic Schools, London SW1P 4QF. 238 5231. (28112) 460000

OVERSEAS
continued

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms.
Volunteer Missionary Movement, Shenley Lane, London Colney, Herts. AL2 1AR. (18298) 460000

The Arabian Oil Company
English as a Foreign Language

EFL teachers are required for the Company's training centre at Ras-al-Khafji, Saudi Arabia, close to the border with Kuwait. Applicants must be single, male British subjects with a degree and a TEFL diploma and have a minimum of two years' language teaching experience.

Salary and conditions: Annual salary 77,000 Saudi Riyals (approx. 12,250) tax free, plus 21 days' paid gratuity and bonus and 42 days paid leave. Free senior staff accommodation is provided with free laundry and free medical treatment.

Return air passages will be paid. Contracts are for one year and are renewable. Interviews will be held in London in October.

For further details and an application form, please contact Mr. Dennis Broadhurst, Gabbitas-Thring Services Ltd., at the address below:

TES46/00/00

Gabbitas-Thring
Broughton House, 6 7, and 8 Sackville Street Piccadilly, London W1X 2BR. tel 01-734 0161

PARIS

ENGLISH TEACHING VACANCY
The Ecole Nationale des Ponts et Chaussees, seeks qualified, experienced EFL teacher for curriculum development. plus 12 hours teaching per week a starting 1st October, 1981. Salary 90,000 F p.a. 3 months summer holiday.
Apply with C.V. to: C. RUSSO, E.N.P.C. 28 rue des Saints-Peres, 75007 PARIS.
Interviews September. (30986) 460000

COLOMBIA

SOUTH AMERICA
BRITISH AMERICAN SCHOOL
Barranquilla
Required as soon as possible
a Sr. Trained, experienced teacher as Head of Junior Department.
a Trained, experienced Primary teacher with interest in Music.
Knowledge of Spanish essential.
Send full curriculum vitae, recent photograph, day, evening telephone numbers, names and addresses of two referees to John Payne, Brook Cottage, Church End, Blewbury, Oxfordshire, Blewbury 850605. (30015) 460000

GREECE

Teacher required ASAP for small group English teaching. TEFL or equivalent qualification.
K. Patsias, 5 Kassopitrou St. Athens, Greece, Tel 681 24424. (28119) 460000

EFL posts immediately available Greece Sicily Spain Portugal. Universities/Colleges/Schools level; English with Drama and PE.
Send to Alucon Agency, 8 Draycott Place (no calls) 01-235 8175. (27938) 460000

Qualified, graduate teachers with good German telephone for more details of the post and the excellent conditions offered by the Centre.

01-242 2982 Centre for British Teachers (TL1), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. (28058) 460000

WEST GERMANY

IMMEDIATE VACANCY
Teacher of English wanted as soon as possible for a Berufsbildende Schule in Nordrhein-Westfalen.

Qualified, graduate teachers with good German telephone for more details of the post and the excellent conditions offered by the Centre.

01-242 2982 Centre for British Teachers (TL1), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. (28058) 460000

SPAIN

BILBAO AND MADRID
Graduate teachers with TEFL qualifications and experience required. Contact Centre for British Teachers (TL1) 01-242 2982 Quality House, Quality Court, Chancery Lane, London WC2A 1HP. (28058) 460000

GREECE - CRETE

English Teacher required. Interviews London 18th - 22nd September. Tel: 994 2484. (30410) 460000

THE ROCKEFELLER FOUNDATION ANNOUNCES
Two International Programmes
at the BELLAGIO STUDY & CONFERENCE CENTRE
Bellagio (Como), Italy

International Conferences — small conferences or working groups focusing on topics or problems of international significance.

Scholars in Residence — an opportunity for scholars to work for approximately four weeks on individual projects. The Foundation provides the facilities of the Centre, located about 40 miles north of Milan, on a competitive basis to residents and conference organizers. It normally does not pay for related costs, such as transportation, of the participants in these two programmes.

For more information write:—
Ms Susan E. Garfield, Coordinator
Bellagio Study and Conference Center
The Rockefeller Foundation
1133 Avenue of the Americas
New York, NEW YORK 10036

TES48/00/00

TEACHING APPOINTMENTS OVERSEAS

We have immediate vacancies for qualified English Language teachers in our Technical Training Institute, situated close to Muscat, in the Sultanate of Oman.

Ideally applicants should hold a TEFL Certificate gained by completion of a long-term course. Alternatively, several years experience of teaching English as a foreign language with use of language laboratory equipment.

Conditions of service include attractive salary and bonus (normally tax-free), free bachelor accommodation and a high standard of catering, free medical attention and personal accident insurance plus entitlement to U.K. leave with free air passages to and from Heathrow at the end of each academic term.

To apply for these positions please write to:
The Company Personnel Manager
at the address below.

TES431

Airwork Limited Bournemouth—Hum Airport, Christchurch, Dorset BH23 6EB

Papua New Guinea

Applications are invited from suitably qualified people for the following posts with the Papua New Guinea Department of Education:

1. National Institutions Division.

Approximately 30 positions are vacant throughout the country in our National High Schools, at the following levels–

Principal – Salary K16945 (£13217)
Deputy Principal – Salary K14820 (£11559)
Subject Department Head – Salary K14195 (£11072)
Subject Master – Salary K11530 (£8993)

The general subject areas required are–

Literature & Communications • Mathematics • Physical Sciences • Technology • Community Development • History • Geography • General Arts

Also required by the National Institutions Division, to be based in Port Moresby–

Primary School Inspector – Salary K16045 (£12515)
Primary School Guidance Officer – Salary K14820 (£11559)

2. College of External Studies.

Vacancies here are for Course Writers, at the following levels–

Subject Department Head (Course Development) **– Salary K14195 (£11072)**
Senior Subject Master (Programming Instruction) **– Salary K13690 (£10678)**
Subject Master (Business Studies) **– Salary K11530 (£8993)**

The general subject areas required are–

English • Mathematics • Science • Humanities • Commerce

Applicants should be able to present a range of subjects in a suitable form for correspondence course education; the ability to teach through the written word is essential.

3. Technical Division

Lecturers are required for Certificate courses in the following fields–

Pos. no.
A1: Building
A2: Catering & Hotel Administration
A3: Commerce
A4: Civil Engineering
A5: Electrical Engineering
A6: Mechanical Engineering
A7: Laboratory Technician

Salaries – K14195 (£11072) – K14820 (£11559)

For these positions a Degree or Diploma in a relevant subject is required, as well as several years relevant industrial experience.

Trade Teachers/Instructors are required for Pre-employment and Apprentice Training courses in–

Pos. no.
B1 : Secretarial
B2 : Stenography
B3 : Business Communications
B4 : Clerical
B5 : Management Training
B6 : Printing Trades
B7 : Carpentry & Joinery
B8 : Brick/Block Laying
B9 : Painting & Signwriting
B10: Plumbing/LPG Gas Fitting
B11: Sheet Metal Work
B12: Drafting
B13: Technical Communications
B14: Motor Mechanic
B15: Fitter Machinist
B16: Metal Fabricator/Welder
B17: Automotive Electrician
B18: Aircraft Maintenance Mechanic
B19: Electrician
B20: Refrigeration Mechanic
B21: Radio Mechanic
B22: Industrial Art & Design
B23: Chef/Caterer

Salaries – K13690 (£10678) – K14195 (£11072)

Completion of recognised trade training plus a minimum of 4 years trade experience essential. Higher trade qualifications and teacher training desirable.

Salaries are payable in Papua New Guinea Kina.
Exchange rate on 1st September 1981: £0.78=K1.00

Benefits

* 3 year contract (renewable in most cases).
* Gratuity of 24% p.a. of annual salary, taxable at 2%.
* Virtually free married or single accommodation.
* Airfares to and from Papua New Guinea at commencement and expiry of contract.
* 6 weeks annual leave with return fares to U.K. during second year of contract (including accompanying dependants).
* Generous education subsidies (fees and fares for dependent children attending school overseas).
* Free Primary Schooling; free Secondary Schooling (Port Moresby and Lae only).

Please write or telephone for application forms and further details, quoting the appropriate reference number as follows–

National Institutions Division positions: ref. VIS/ED/17.
College of External Studies positions: ref. VIS/ED/18.
Technical Division positions: ref. VIS/ED/19 *PLUS* appropriate Position Number(s).

Recruitment Department, Papua New Guinea High Commission, 14 Waterloo Place, London, SW1 4AR. Telephone: 01-930 0922.

Closing date for applications 19th October 1981.

OVERSEAS

continued

SPAIN

Teacher of History and Geography to 'O' level, required immediately for private college in Marbella Malaga Spain. Also required a P.E./English teacher for January 1982.

Interviews on the 25th. and 26th of September.

Apply in writing, including curriculum vitae, recent testimonials, and photo to: Mr. Luis Proetta, c/o 10 Cleveland Rd, East Twickenham, Middlesex. Tel: 01-892 1333. (30380) 460000

USA

TEACHERS FOR FLORIDA Group leaves October (mid term) for one weeks organised career opportunity/holiday.

Details and application form from, Dept. T.T. 110, Houndsditch, London, E.C.3. 01-283 7801. (29558) 460000

ITALY

Large school of English as a Foreign Language, also using English Teaching Theatre, requires EFL teachers. Applicants should have a degree or Teaching Certificate, relevant experience teaching English to foreigners, some knowledge of Italian, and the International House or equivalent English teaching diploma. Salary 4.000,000 Italian lire nat for eight month contract. Benefits: free shared furnished accommodation, water, gas and electricity paid; passage paid from Britain.

Please apply with CV., photo and two references to: The Director, Lord Byron College, Via Sparano 102, Bari, Italy. Telephone 010-39-80 232686, between 10.am and Noon. 5pm to 7pm. (29546) 460000

UGANDA

Ordained teachers required as chaplains in several English-speaking schools, also committed Christian secondary school teachers.

For further details contact Miss Sue Knight, CMS, 157 Waterloo Road, London SE1 8UU. (29591) 460000

NIGERIA

PLATEAU STATE

Qualified graduate teachers required to take the following subjects to 'O' level equivalent in government secondary and technical schools: AG. SCIENCE, BIOLOGY, CHEMISTRY, COMMERCIAL SUBJECTS, ECONOMICS, ENGLISH, FINE ARTS, FRENCH, GEOGRAPHY, HISTORY, HOME ECONOMICS, MATHS, PHYSICS, PE, RK, SOCIAL STUDIES, TECHNICAL SUBJECTS.

Vacancies also in Primary Teacher Training colleges for experienced tutors/teachers.

Plateau State enjoys a temperate climate. Applicants should be British/Irish residents up to age 50. Starting salary in range Naira 3920 - 6336 depending on qualifications and experience. (N1.22 equals £1) 2 year contracts, fares, gratuity, subsidised accommodation.

Teachers with Christian values and concern send curriculum vitae and 14p stamp s.a.s.p. to CHRISTIANS ABROAD, 15 Tufton Street, London SW1P 3QQ. (25237) 460000

PARIS

BRITISH SCHOOL OF PARIS

The post of HEAD OF THE HISTORY DEPARTMENT, first advertised in May, remains vacant since the teacher originally appointed has been unable for personal reasons to take up the appointment. It is hoped that an appointment can be made for January 1982, but candidates who would not be available till later will also be considered. Those who applied in May need not do so again.

For further details, please telephone or write to the Headmaster's Secretary (telephone (3) 976.29.00).

Applications should be sent in writing to the Headmaster (David Cope, M.A.), British School of Paris, 38 Quai de L'Ecluse, 78290 Croissy-sur-Seine, to arrive no later than 25th September. (29817) 460000

SWITZERLAND

AIGLON COLLEGE

The British-International boarding school for 250 boys and girls (11 - 18) in the Swiss Alps requires for January 1982:

TEACHER OF CRAFTS.

The post requires the qualifications and experience to teach a full range of crafts with specialisation in pottery. Ability to offer art and design an advantage. Applicants must be prepared to respond to the challenge of working in an international community and make a full contribution to the life of the school in which individual and spiritual values are stressed.

Apply in own hand with curriculum vitae, copy testimonials, two referees and phone numbers (own and referers) to:

The Headmaster, Aiglon College, 1885 Chesieres, Switzerland. Telephone: (025) 35 27 21.

Interviews in London or at the School. (25321) 460000

Administration Local Education Authority

HAMPSHIRE

SENIOR ASSISTANT EDUCATION OFFICER (SCHOOLS)
Salary: PO3 (2) £17,733 - £19,114

This post will become vacant in January, 1982. Applications are invited from candidates with relevant teaching and extensive administrative experience.

Particulars and application form, quoting post CE.01.001, from General Administration Section, Education Department, The Castle, Winchester, or please telephone Winchester 4411, extension 5[illegible]. Closing date 2nd October, 1981. (30276)

Educational Posts Overseas

QATAR

Assistant Director of Studies, British Council Centre, Doha
Reference: 81 D 25

The British Council Centre which opened in 1975 has an enrolment of approximately 600 students (ages 15-20). There are two 16 week terms for 32 classes meeting for 4 hours per week to teach English as a foreign language from beginners up to first certificate level. The Centre has a full range of equipment including a language laboratory and video facilities.

The Job: The Assistant Director of Studies will be directly responsible to the Director for the professional management of the Centre: the duties will include supervision of placement testing and registration of students, course co-ordination and syllabus design; in-service placement testing and registration of students, course co-ordination and syllabus design; in-service teacher training and 4-8 hours class teaching per week.

Qualifications: candidates should be graduates with a postgraduate qualification in TEFL and a minimum of 3 years relevant experience including some teacher-training. Married teaching couples preferred and spouse will be offered a local contract to teach English at the Centre for 16 hours plus 4 hours administration. Single men also eligible to apply.

Salary: Rials 5,500-6,500 per month (= £9705-£11,470 pa) depending on qualifications and experience.
Benefits: Free fully furnished accommodation including water and electricity; return air fares annually; 6 weeks leave; free medical treatment.
Contact: 2 years starting as soon as possible.

Science Education Overseas

BANGLADESH

Science Development Adviser (Secondary)
Ministry of Education, Dacca

Reference: 81 K 43

The Job: To assist the Government of Bangladesh on the introduction of the new Science Curriculum and on implementing these plans; to assist the textbook writers in the selection and formulation of content in science textbooks for classes 6-12; to assist in preparation of Teachers Guides for the science textbooks; to assist with in-service training programmes for teachers, college teachers and Teacher Training College tutors; to advise Teacher Training Colleges on the development of suitable courses for science teachers in training.

Qualifications: Science degree (preferably in biology) plus a teaching qualification. MEd or similar qualification also desirable. At least five years experience in teacher training, curriculum development or textbook production. A knowledge of school science curriculum. Project and overseas experience in a developing country is desirable.

Salary: £9892-£13,827 per annum.

Benefits: Salary free from UK Income Tax; variable overseas allowance according to marital status and salary level; free family passages, children's educational allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.

Contracts: Contracts will be for 2 years initially with the British Council.

Closing date for applications: 30 September 1981.

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in key posts in 40 countries. The posts listed below, tenable from 1 January 1982 or earlier, are in addition to the 120 already filled.

LESOTHO

Visiting Research Fellow
Department of English,
National University of Lesotho
Reference: 81 K 47

The Job: To analyse the English Language needs of undergraduates in all four Faculties of the University; to devise instructional objectives to satisfy those needs, to revise current course descriptions and syllabi of the First Year Communication Skills Courses; to devise test and produce course materials relevant to the needs, objectives and syllabi; to devise, test and implement instructional methods designed to reduce the teaching burden; to train staff in the department to implement new syllabi, material and methods.
Special Qualifications: Five years overseas experience including tertiary teaching and experience in a developing country are essential. Experience of producing ELT materials for senior secondary or tertiary level students is also essential.
Salary: £9892-£13,827 per annum.
Allowances: NIL.

MALAYSIA

English Language Teaching Adviser,
Education Department, Sabah
Reference: 81 K 48

The Job: To train and organise English Language supervisors in carrying out their professional duties in schools; to conduct and organise in-service courses for teachers; to advise the Education Department on the development of English Language.

Special Qualifications: Five years relevant overseas experience including teacher training and materials production is essential. Educational Project administration experience is desirable.
Salary: £9892-£13,827 per annum.
Allowances: NIL-£2187 depending on salary and marital status.

SENEGAL

Lecturer/Teacher (Specialist in Audio-visual Aids and Materials Production)
British Senegalese Institute for the Teaching of English
Reference: 81 K 24

The Job: To teach English as a foreign language including ESP, 14-16 hours a week, at intermediate and advanced levels, to classes of 10-28 students; to be responsible for producing and developing materials and audio-visual aids for courses including English by radio in conjunction with the British ESP lecturer; to supervise and organise language programmes and video use, including hardware and software.
Special Qualifications: 3 years relevant overseas experience including ESP, AVA and materials production, preferably in a Francophone country. A good knowledge of French is essential.
Salary: £9481-£10,715 per annum.
Overseas Allowance: £330-£4611 per annum depending on salary and marital status.

SRI LANKA

2 Lecturers in ELT for English Teaching Training Colleges in Mirigama and Negombo
Reference: 81 K 38 & 40

The Job: To lecture in the following areas: English Language Improvement and ELT Methodology. To produce, as part of a team under the guidance of a senior project leader, materials for the language improvement courses which can also be used in other adult ELT classes run elsewhere by the Ministry of Education; to produce materials for ELT Methodology.
Special Qualifications: Five years relevant experience, including teacher training. Experience of a developing country is desirable. Single candidates aged 28-45 preferred.
Salary: £7037-£8257 per annum.
Overseas Allowances: NIL.

TANZANIA

Assistant Teacher in Communication Skills
Communication Skills Unit, Dar es Salaam University
Reference: 81 K 35

The Job: To teach courses within the range of University Facilities, mainly in terms I and II when the teaching load will be heavy; to take part in the research and development activities of the Unit, including monitoring and appraisal of courses taught and evaluation of students; to make a contribution to the development of language learning materials for the Faculties of Agriculture and Law.
Special Qualifications: Experience of error and/or discourse analysis is desirable together with ESP and African experience. Preferred age range 28-35.
Salary: £7847-£8257 per annum.
Overseas Allowance: £969-£3792 according to salary and marital status.

TURKEY

Adviser in Pre-Service Training for ELT Centre for Development of Foreign Languages, Ankara
Reference: 81 K 46

The Job: To improve and coordinate the ELT Methodology and English Language Proficiency courses offered by the English Departments of five Teacher Training Institutions; to advise on, adapt and prepare appropriate teaching materials for ELT Methodology and Language; to train English teaching staff of the Training Institutes to implement programmes and use materials; to teach one ELT methods course in the Training Institute in Ankara.
Special Qualifications: Five years experience including experience in teacher training is essential. Preferably aged 35-50.
Salary: £9892-£13,827 per annum.
Allowances: NIL.

ZAMBIA

Adviser in Communication Skills for Public Administration
National Institute of Public Administration, Lusaka
Reference: 81 K 4

The Job: To develop syllabuses for 20 or more communication skills courses; to up-date teaching materials; to produce a series of validated, standardised internal examinations; to undertake on the job teacher training and to teach initially for 3-8 hours a week to assess needs.
Special Qualifications: 5 years relevant experience including experience of ESP for public servants. Syllabus design and materials writing and experience in Africa highly desirable.
Salary: £11,128-£13,827 per annum.
Overseas Allowance: £233-£3363 according to salary and marital status.

ZAMBIA

Adviser in Primary English, Curriculum Development Centre, Education Services Centre, Lusaka
Reference: 81 K 30

The Job: To evaluate and revise the Zambian Primary Course English component and develop new instructional material for the revised course in accordance with the recommendations of the Zambian Educational Reforms document.
Special Qualifications: 5 years TESL/TEFL experience overseas including Africa is essential including substantial experience of primary curriculum development.
Salary: £11,128-£13,827 per annum.
Overseas Allowance: £233-£3363 according to salary and marital status.

For all KELT posts: General Qualifications: Essential for all posts: Degree or equivalent; teaching qualification including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3-5 years teaching experience, including at least 2 years TEFL overseas. All candidates must be UK citizens with British educational background.
Benefits: Salary free of UK income tax; variable overseas allowance according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.
Contracts: Contracts will be for 2 years initially with the British Council.
Closing date for applications: 2 October 1981. Interviews in October/November 1981.

Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

TES46/00/00

ADMINISTRATION

continued

BRIDGNORTH

DISTRICT COUNCIL
IDSALL SPORTS CENTRE
Shifnal
SUPERVISOR
AP3 (£5,632 - £6,333)

Idsall Sports Centre is a Joint Use Centre comprising sports hall with some social facilities and outdoor pitches used by the public and Idsall School, Shifnal.

A person with interest and preferably some experience in recreation and sport administration is required. The post involves a basic 37 hour week consisting of evening and weekend duties and school holiday sessions. The Supervisor will be responsible for the running of the Centre in the absence of the Manager and assisting in the organisation of courses and club activities.

Applications giving full particulars of past and present appointments, and names and addresses of two referees to The Manager, Idsall Sports Centre, Coppice Green Lane, Shifnal, Shropshire by Friday, 25th September 1981. Interviews will probably be on 1st or 2nd October. (31762) 480000

BUCKINGHAMSHIRE

COUNTY COUNCIL
PRINCIPAL ADMINISTRATIVE OFFICER
(High Wycombe Divisional Education Office)
POI (£8891 - £9993).

Applications are invited from persons with suitable qualifications preferably with experience within the education service for this important post in the High Wycomb Divisional Education Office which will become vacant on 1st December 1981.

This is a third tier divisional post and the person appointed will be responsible for the co-ordination of the entire administrative workload of the divisional office.

100% removal expenses, lodging allowance and assistance with legal expenses payable in approved cases.

Further details and application forms on receipt of s.a.e. to the Chief Education Officer (G.1.), County Hall, Aylesbury, Bucks.

Completed applications to be returned within 14 days of the appearance of this advertisement. (27888) 480000

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
CAREERS SERVICE
Unemployment Specialist Careers Officer (Temporary)
AP4 - (£6501 - £7137).

Applications are invited for this new post attached to the Special Measures team which is wholly concerned with provision for unemployed young people and in particular the Youth Opportunities Programme.

Applicants should be qualified and/or experienced careers officers. Essential car user allowance payable.

Further details and application forms available from Chief Education Officer, Education Department, Alexandra Buildings, King Edward Street, Halifax HX1 1EB. Closing date, ten days after appearance of this advert. (27892) 480000

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY
EDUCATION DEPARTMENT
Administrative Assistant (Teachers' Salaries Section) - A.P.4 £6501 - £7137

Duties include requesting of verifications, preparation of increment lists, assessment of teachers salaries in accordance with the Burnham Primary and Secondary and further Education Salaries Documents. The person appointed will have direct responsibility for the documentation of teachers' service cards and the preparation and submission of the teachers' absence returns for primary and special schools. Applicants should hold the R.S.C. Higher Certificate or equivalent.

Application forms from the Director of Manpower and Management Services, Municipal Buildings, Kirkby, Merseyside L32 1TX. Telephone 051 - 548 - 6555 Ext 222. Closing date 1st October 1981. (30388) 480000

DONCASTER

MICRO-ELECTRONICS EDUCATION PROGRAMME

SOUTH YORKSHIRE, HUMBERSIDE AND NORTH DERBYSHIRE REGION

REGIONAL DIRECTOR

It is intended to make an appointment of the Regional Director, under the Micro-Electronics Education Programme and based at the Regional Information Centre in Doncaster.

This will be a key post, the person appointed being required to co-ordinate the total activities of the Programme within this Region.

The appointment will be on the Soulbury Scale, Group 8 (£12,540 - £13,650) and will be temporary for the life of the programme, i.e. until April 1984. In the case of applicants currently in the service of one of the participating Authorities, secondment from present posts may be considered.

Application forms, to be returned by 30th September, 1981, and further particulars are available from Mrs. J. Davies, Secretary to the Steering Committee for the Region, at the Education Department, Princegate, Doncaster DN1 3EP. Telephone Doncaster (0302) 4041 (SAE please). (30329) 480000

NOTTINGHAMSHIRE

COUNTY COUNCIL EDUCATION

CAREERS OFFICER

A qualified Careers Officer or a man or woman who is currently studying for the Diploma in Careers Guidance is required at the Careers Office, County Council Offices, Chancery Lane, Retford Notts. Duties will cover the full range of Careers Officer tasks, including work with pupils (both individually and on a group basis), work with employers, work with unemployed young people, and work in connection with the Youth Opportunities Programme. Salary will be within the range £5652 - £7137pa.

Relocation expenses will be granted in appropriate cases.

Application forms and further details are available from the Director of Education (YE1), Careers Service HQ, County Hall, West Bridgford, Nottingham NG2 7QP (Tel: Nottingham 0602 - 863366 ext. 3224).

Closing date 30 September 1981. Please quote ref. 145. (27661) 480000

PORTSMOUTH

CITY OF PORTSMOUTH

ASSISTANT COMMUNITY CENTRE WARDEN
POST 645

JNC range 3(2 - 6)

Applications are invited from community workers with initiative and imagination for this post currently based at the John Pounds Centre a joint provision venture with Hampshire LEA encompassing a College of Art, Film/Video Workshop, Library, YOP schemes and Community Association activities. The postholder will assist in the management and development of this Centre, and on occasions deputize for wardens at other Community Centres. The post is very suitable for recently qualified people seeking wide ranging experience in an inner city situation.

Further details and application form from DIRECTOR OF LEISURE SERVICES, GUILDHALL, PORTSMOUTH, PO1 2AD. Tel: 834187. Closing date 8 October 1981. (30377) 480000

ESSEX

SENIOR CAREERS OFFICER
A.P. 4. £6,501 - £7,137

Post No. CS 119.

In addition to the normal duties of a Careers Officer the Senior Careers Officer will be responsible for the general administration of the Careers Office.

Closing date: 25th September, 1981.

Application form and further details from the County Education Officer (P), P.O. Box 47, Chelmsford, Essex, CM1 1LD. (Chelmsford 67222, ext. 2878). (28026) 480000

ESSEX

HEAD OF GENERAL ADMINISTRATION A.P.5.
THURROCK AREA EDUCATION OFFICE
Salary - £7,530 to £8,034 inclusive

To head the Section dealing with the servicing of Governing Bodies, extraneous use of school premises, School Catering administration and the organisation of Office Services. A driving licence and car is required and there will be some attendance at evening meetings.

Application forms and further details for the above post are available from the Area Education Officer, Rectory Road, Grays, RM17 5SL on receipt of a stamped addressed envelope to be returned by the 2nd October, 1981. (28115) 480000

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
GENERAL ADVISER (Schools)
Soulbury Headteacher Group 8
£12,540 to £13,650)

Applications are invited from suitably qualified and experienced candidates for the post of GENERAL ADVISER in the Authority's Schools' Advisory Service.

The person appointed will be required to undertake a special responsibility for ENGLISH and LANGUAGE DEVELOPMENT.

Further particulars and application forms can be obtained from the Chief Education Officer, Education Department, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LG.

Closing date for return of applications is 2nd October 1981. (38104) 480000(38104) 480000

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
ADVISOR FOR INFANT AND NURSERY EDUCATION
SOULBURY SCALES £12,540 - £13,650

Applications are invited from suitably qualified candidates with successful teaching experience at a senior level in primary education.

Application forms and further particulars (s.a.e.) from the Director of Education, Town Hall and Civic Centre, Sunderland, SR2 7DN. Closing date 30th September, 1981.

Previous applicants will receive consideration. (30084) 480000

WAKEFIELD

EDUCATION DEPARTMENT

WEST AREA CAREERS OFFICES

CAREERS OFFICER (2 posts)
AP3/4 £5652 - £7137.

Based on fixed term contracts terminating on 1st July, 1984, to assist in the additional work of the Careers Service created by the increase in youth unemployment. A degree and a diploma in careers guidance (or equivalent) is necessary.

Requests for application forms (accompanied by a s.a.e.) should be addressed to The Chief Executive, (Personnel Section), Town Hall, Wakefield, to be returned by 30.9.81. (28071) 480000

Saudi Arabia

1 Senior Tutor and 2 Tutors,
Biology, Chemistry, Physics and Maths Courses
MEDICAL TECHNICAL TRAINING PROGRAMME
RIYADH MILITARY HOSPITAL
Reference: 81 A 73-75

Riyadh Military Hospital is a large modern medical complex and is the centre of the health care facilities for the Saudi Arabian armed forces. A British group have a management and training contract for the hospital and have asked the British Council to recruit for the above posts as part of their medical technician training programme.

The Job: The team of three tutors will establish 12 and 15 month bridging courses in the medium of English to upgrade secondary school leavers to 'O' and 'A' level requirements for Further Education in Britain. Subjects covered will be Biology, Maths, Chemistry and Physics.

Qualifications: The 2 Tutors should have a British educational background and be graduates in their field with professional teacher training and significant teaching experience, preferably in FE. Experience of teaching students for whom English is a foreign language would be useful. The Senior Tutor should have some administrative experience, preferably as a head of department. The tutors may be male or female. The senior tutor must be male. Applicants must be able to cover any two of the four subject areas required.

Salary:
Senior Tutor SR 130,596 pa tax free (£20,929 @ £1 = SR 6.24)
Tutors: SR 91,980 pa tax free (£14,740 @ £1 = SR 6.24)

Benefits: free fully furnished married accommodation, four weeks' leave for every six months service; gratuity of one month's salary for each year of service; air fares (including leave flights); generous education allowances; extensive recreational and welfare services.

Starting Date: 1 January 1982 or earlier.

Contracts: Contracts will be for 2 years guaranteed by the British Council.

Closing Date: 28 September 1981.

Please write briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and application forms to: Section A, Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

TES46/00/00

Administration General

LONDON

MACCABI ASSOCIATION LONDON

The Association, an Anglo-Jewish Youth and Community organisation with a membership of 600 aged from 8 to 18 plus, operating from purpose-built premises of 20,000 sq. ft. requires:

DIRECTOR OF ADMINISTRATION

To take charge of all day to day administrative matters including membership drives, public relations, grant applications, building maintenance etc. The Director will report direct to the Chairman and Honorary Secretary and as a member of the Executive Committee work alongside the existing professional and voluntary Club personnel. This challenging new position would therefore seem most suited to a professional or executive trained person, able to work on his/her own initiative.

CLUB LEADER

Reporting to the Chairman and Executive Committee and working with the Director of Administration and a team of part time professional and voluntary helpers, he/she will be responsible for all programming for the age groups up to 18 and play an important background role for the 18 plus activities. Experience and a strong commitment to Youth Work are essential for this exciting role to consolidate and expand the existing programme of activities and to create new projects with a strong welfare element.

Excellent salaries and terms by negotiation.

Apply in confidence with Curriculum Vitae to: The Chairman, Maccabi Association London, 73 Compayne Gardens, London NW6 3RS. (30304) 500000

NORTHAMPTONSHIRE

DEVELOPMENT OFFICER
for an Experimental Project

NORTHAMPTONSHIRE COMMUNITY YOUTH AFFAIRS BUREAU

The Bureau are seeking a suitably qualified person to lead a three year experimental project, the main objective of which is to devise and implement new methods of co-ordination and partnership between youth organisations in the statutory and voluntary sectors. The base will be in Northampton but the project covers the whole of the County of Northamptonshire.

Salary: APT5 £6870 - £7338.

Further details from Mr Derek Nicholson, Community Youth Affairs Bureau, 9 Guildhall Road, Northampton. (27742) 500000

WORCESTERSHIRE

INVESTORS/WORKING DIRECTORS

A magnificent and newly-expanded school in beautiful countryside 30 miles from Birmingham, requires three Directors willing to invest. The vacancies exist in the following departments: ACADEMIC, MARKETING and ACCOUNTS. Applicants should be highly qualified in one of the above areas, with a proven record of efficiency and expertise.

The Academic Director should be an experienced Headmaster, or a person with equivalent experience in educational management, ideally possessing an M.A. in Applied Linguistics. The Marketing Director should have spent at least three years in the Education Field, selling courses; and the Accounts Director should be a member of the Institute of Chartered Accountants.

Applications are invited from industrious, energetic, highly principled people willing to invest £100,000 in exchange for directorships, shares, car allowance, accommodation, meals and a director's fee in the region of £12,000 p.a. initially, plus annual profit-sharing. The investment is called for to ensure total devotion and involvement. A trial period may be considered, without investment, providing that this would follow and that the applicant is suitable in every respect in one of the above-mentioned departments.

Write fully, with c.v. to Box No. TES 4195 The Times WX1X 8EZ. (27969) 500000

Education Psychologists

GRAMPIAN

REGIONAL COUNCIL

SENIOR EDUCATIONAL PSYCHOLOGIST

Applicants should be qualified and experienced, based in Inverurie working mainly in Gordon Division but involved in work of Kincardine/Deeside Division as necessary. Salary scale £12756 to £13587.

Application forms and further details from Director of Manpower Services, Woodhill House, Aberdeen, AB9 2LU with whom applications (2 copies) should be lodged by October 5. Ref: 397/81. (27587) 560000

LONDON

INNER LONDON EDUCATION AUTHORITY
SCHOOLS' PSYCHOLOGICAL SERVICE
EDUCATIONAL PSYCHOLOGIST (GRADE 'A')
Salary Range £9,384 - £10,686 plus £1,104 London Weighting allowance.

A post is available for a recently qualified educational psychologist to work south of the River. The successful candidate will join a well established Schools' Psychological Service team working in a single division of Inner London. Appropriate induction opportunities and support are offered, so that the post is particularly suited for educational psychologists who have qualified recently.

Applicants should normally have an honours degree in psychology, teaching experience and postgraduate training in educational psychology.

Application forms and further details are obtainable from the Education Officer (EO/Estab 1B), Room 367, County Hall, London SE1 7PB (Please enclose a stamped addressed envelope).

Closing date for the receipt of completed application forms is 2 October 1981. (30036) 560000

Examiners

LONDON

LONDON REGIONAL EXAMINING BOARD

VISITING EXAMINERS

DRAMA
THEATRE ARTS
for the 1982 examinations.

Applicants should be resident in the London Boroughs or the Home Counties.

Application forms and further details should be requested from D H Board MA, Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

To whom completed application forms should be returned no later than 1 October 1981. (30130) 600000

LONDON

EXAMINER-IN-CHARGE

SPANISH

for the 1983 series of examinations

Application forms and further details should be requested from D H Board MA, Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

To whom completed application forms should be returned no later than 1 October 1981. (25324) 600000

KENT

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD
for the Certificate of Secondary Education

CERTIFICATE OF SECONDARY EDUCATION

CHIEF EXAMINER, 1982 in SOCIOLOGY

The Chief Examiner will assume duty on 1st January, 1982.

CHIEF EXAMINER, 1983 in GEOGRAPHY ALTERNATIVE SYLLABUS (GYSL)

The Chief Examiner will assume duty on 1st September, 1982.

Applications are invited from teachers with appropriate qualifications and not less than 3 years' first-hand experience of C.S.E. for appointment to the above posts.

Completed applications should be sent at once but certainly not later than Monday, 5th October, 1981.

CERTIFICATE OF EXTENDED EDUCATION

CHIEF EXAMINER, 1983 in MATHEMATICS

Applications are invited from teachers/lecturers with appropriate qualifications and not less than 5 years' teaching experience at sixth form or similar level for appointment to the above post. (Experience of teaching C.E.E. or C.S.E. or examining will be an advantage.)

The Chief Examiner will take full responsibility for the 1983 examination.

Completed applications should be sent at once but certainly not later than Friday, 9th October, 1981.

Application forms and further particulars are obtainable (please supply stamped, addressed foolscap envelope) from the Secretary, The South-East Regional Examinations Board, 2/4 Mount Ephraim Road, Royal Tunbridge Wells, Kent TN1 1EU. (25198) 600000

PERU LIMA

Colegio San Silvestre

One of the leading international girls' schools in Latin America, founded in 1936, with facilities for up to 1,100 pupils aged 5-17, requires the following staff for February 1982:

English Language Teachers
Social Studies & Economics Teachers
Junior School Teachers

Candidates: Male or Female, may be single or married (preferably without children) and preferably be under 45 years of age. They should be graduates with an education qualification and teaching experience. A knowledge of Spanish would be an advantage.

Salary and Conditions: The School has its own salary, a scale related to the Burnham scale and is adjusted twice a year for cost of living. Accommodation is provided. Contract for 3 years (renewable) with return air fare.

Interviews in London in October.

For further details and application form please contact F. J. Smith at the address below:

TES40/00/00

Gabbitas-Thring

Broughton House 6, 7 and 8 Sackville Street
Piccadilly London W1X 2BR Tel 01 734 0161

St Andrew's Scots School

Buenos Aires, Argentina

(Headmaster Mr. P. C. Gummer)

St Andrew's Scots School, a leading co-educational secondary school (11-18) in Buenos Aires, requires the following qualified staff:—

Teacher of English up to A level.
Qualified PE teacher able to take Geography up to O level.
Teacher of English, with Geography as a subsidiary subject, up to O level.

An ability to coach rugby to a good standard, and also hockey, if possible, will be required in two of these three posts.

The academic year begins in March 1982, when the first two appointments will start, but salary will be paid from January. The third appointment will start at Easter 1982.

A two year contract is offered with return passages and DES superannuation paid. Free, furnished accommodation is provided.

SALARY RANGE: £7,250-£12,500

Interviews will be held in London from the 6th October.

For further details and an application form, please contact immediately, by telephone preferably, Mr. Dennis Broadhurst at the number below:

TES48/00/00

Gabbitas-Thring

Broughton House 6, 7 and 8 Sackville Street
Piccadilly London W1X 2BR Tel 01 734 0161

BOLTON METROPOLITAN BOROUGH

Senior Youth Services Officer

SL £10,845 - £12,129

Applications are invited from suitably qualified and experienced persons for this important post. The person appointed will be responsible for the full range of Youth Service Work within the Bolton Metropolitan area.
Application forms and job specifications are available from the
Director of Personnel,
Town Hall, Bolton BL1 1RU.
(Tel: Bolton 22311 Exts. 587 & 277)
to be returned by 30th September 1981. TES48/00/00

Sheffield Education Department
ASSISTANT SCHOOLS OFFICER
(STAFFING AND OPERATIONAL)
Pld – £8991-£9993

An appointment may be made above the minimum of the scale.

The successful candidate is likely to be an honours graduate with good teaching experience.

The post offers opportunities to gain administrative experience in a vigorous Department and the successful candidate is expected to seek promotion to senior posts in this or another Authority within about three weeks.

This is an important position carrying considerable responsibility as a member of a team responsible for the implementation of the staffing policies of this Authority for primary, secondary and special schools.

There will be an opportunity to contribute to a variety of policy matters and to obtain a wider experience in the administrative function of this Department.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Further particulars and application forms may be obtained from the Chief Education Officer (ref. STF/P/CW), Education Department, Leopold Street, Sheffield S1 1RJ to whom completed applications should be returned within fourteen days of the appearance of this advertisement. TES48/00/00

Trainee Careers Officer

Trainee Grade £4206-£5526

Based initially at Careers Service Headquarters, 34 Orchard Street, Lincoln. Applicants should hold a University or an C.N.A.A. Degree, or an approved diploma or certificate, or a recognised professional qualification and a full driving licence.

The appointment will be subject to acceptance on a 1-year full-time course for the Diploma Careers Guidance probably commencing in January 1982. The person appointed will be seconded on full salary and on satisfactory completion of the course will be integrated into the permanent post in the Lincolnshire Careers Service.

Application form and further details available from the County Personnel Officer, County Offices, Lincoln. (Tel: Lincoln (0522) 24482 – Quote PCX/1). Closing date 29th September, 1981. TES48/00/00

Lincolnshire County Council

PROFESSIONAL ASSISTANT
(Finance & Development)
£6,525-£10,581 – Carlisle.

Cumbria County Council invites applications from graduates with good teaching experience for this vacancy, which is offered as an administrative training post. Applicants are not necessarily expected to have expertise in or knowledge of the various detailed fields of the current duties. There will be an opportunity to undertake different duties in the future.

Further details and application forms returnable by 9th October 1981, together with a full letter of application, from Director of Education, 8 Portland Square, Carlisle CA1 1PU. TES48/00/00

Cumbria Education

EDUCATIONAL TECHNOLOGIST

The Business Education Council is looking for an Educational Technologist to play a leading role on the development of the Council's activities in relation to Open Learning and Directed Private Study routes to BEC awards.

Appointment to BEC Officer Scale A (from 1 October 1981).
Details and application form, for return by 30 September 1981 from
BEC (EDUCATIONAL TECHNOLOGIST)
Berkshire House
168-173 High Holborn, London WC1V 7AQ
(Tel: 01-379 7088) TES48/00/00

BEC BUSINESS EDUCATION COUNCIL

CHIEF INSPECTOR OF SCHOOLS

Soulbury Group 11 Headship £15,525-£16,680 plus London Weighting of £498. Appointment to date from 1st January 1982 or as soon as possible thereafter.

Candidates should be well qualified academically and have a proven record of leadership, preferably at Headship level in Secondary Schools and/or advisory work.

The Chief Inspector is required to give leadership and professional oversight to an effective team of Advisers, and to encourage sound educational practice throughout the Authority.

The person appointed will be a member of the senior management team and have scope for making a distinct personal contribution to the quality of the education service.

Relocation expenses will be available in approved cases.

Havering

Further details and application form are available, (please enclose a stamped addressed foolscap envelope) from B.H. Laister, M.A., Director of Educational Services, (Ref. J.B.), Mercury House, Mercury Gardens, Romford Essex, RM1 3DR. Closing date: Friday 2nd October, 1981. TES48/00/00

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE

Appointment of
DEPUTY DIRECTOR
and
CHIEF INSPECTOR

Candidates will be expected to have good experience at Senior level in both teaching/advisory work and the mangement of local authority education services.

The salary is £15,525-£16,680 (Burnham Group 11) plus London Weighting and lump sum car allowance.

Contribution towards re-location expenses, in approved cases.

Application forms and further particulars to be returned by 2nd October 1981, are obtainable from Director of Education, Station House, London Road, Morden, Surrey SM4 5ER. Tel: 01-542 8101. TES48/00/00

South Glamorgan County Council
EDUCATION DEPARTMENT
Careers Officer

AP2/3/4
£5652-£7187 p.a. (Qualified)
£5064-£6333 p.a. (Unqualified).

Ref. 202. The main duties of this post, which is based in Cardiff, will be to give careers information and advice to pupils of three High Schools and to help them seek work and other opportunities in education and training. Applicants for the higher scale must hold the Diploma in Careers Guidance, or possess a degree and, for the other scale, should possess a diploma or equivalent qualification with experience of training or teaching young people.

Job description and application form returnable by 28th September 1981, available from the Personnel Officer, 8th Floor, County Headquarters, Newport Road, Cardiff. (Tel: 0222 49022 Ext. 3411/2). TES48/00/00

Sheffield Education Department
EDUCATION WELFARE SERVICE

SENIOR DIVISIONAL EDUCATION WELFARE OFFICER

Pld £8991-£9993

Will deputise for the Chief Education Welfare Officer as required and be responsible for developing an effective training function, co-ordinating forward planning within the management teams and have general responsibility for work with Special and Roman Catholic Schools.

Should have one of more of the following:—
1. Management and training experience within education welfare, probation or social services.
2. Certificate of Qualification in Social Work.
3. Attended CCTSW/LGTB or other relevant staff training courses.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Application forms and further particulars may be obtained from the Chief Education Officer (quoting ref: STF/P/CW) P.O. Box 67, Leopold Street, Sheffield S1 1RJ to whom they should be returned by 8th October. TES48/00/00

Gwent County Council

Temporary Careers Officer
USK CAREERS OFFICE

Grade: AP3/4
Salary: £5,652 (During secondment of permanent officer until July 1982)

Duties include talks to groups of pupils, individual vocational guidance interviews, visits to employers to canvass for job opportunities or for places under the Youth Opportunities Programme and reviews of progress of employed young people and those undertaking work preparation or training. Although based at USK, duties will be undertaken regularly in schools throughout the area and, exceptionally, elsewhere in the county. A mileage allowance will be paid for essential travelling.

Preference will be given to candidates holding the Diploma in Careers Guidance or an equivalent qualification and to those with relevant experience.

Application forms available from Chief Executive Officer, Personnel Section, County Hall, Cumbran, Gwent NP44 2XH. Closing date 1st October, 1981. TES48/00/00

Education Department
Assistant Education Officer
(Special Services) Grade PO2(b)
£12,594-£13,782 inclusive plus essential car user allowance.

You will be responsible to the Deputy Chief Education Officer in charge of the Schools Branch for the management of Education Special Services in the Borough. These include seven Special School. School Psychological Unit and a number of units including the English Language Centre (ESL) and West Indian Supplementary Service. Full details are available in the job description which will be sent to those sending for an application form.

We seek an Officer with a good honours degree, good teaching experience, experience in a local authority education department and the ability to get on with people.

Application forms and further details from Controller of Personnel Services, Town Hall, Forest Road, London. E17 4JF. (Tel 01-531 8899 – 24 hour answering service).

Please quote Ref. G4129. Closing date: 2nd October, 1981. TES48/00/00

Waltham Forest

Wiltshire County Council
EDUCATION DEPARTMENT

CAREERS OFFICERS SALISBURY

Salary: AP3/4/5 £5652-£7875 p.a.

Applications from qualified Careers Officers and students who have completed courses of training this summer (1981) for appointment to two posts in Salisbury Area Careers Office.

Application forms and details from (SAE please) Mrs. J. Holstead, Education Department, County Hall, Bythesea Road, Trowbridge BA14 8JS quoting ref. E81/296. Telephone Trowbridge (02214) 3941 ext 2453 returnable by 5th October, 1981. TES48/00/00

EXAMINERS
continued

EAST MIDLAND REGIONAL EXAMINATIONS BOARD
(Certificate of Secondary Education)

Applications are invited for the following posts:-

CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN TYPEWRITING
CHIEF EXAMINER IN COMMERCE
CHIEF EXAMINER IN ENVIRONMENTAL STUDIES
CHIEF EXAMINER IN CHILD CARE (re-advertisement)
CHIEF EXAMINER IN COMPUTER STUDIES
CHIEF EXAMINER IN GEOLOGY

Further details and application forms may be obtained from the Secretary, East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Nottingham, NG8 3NH to whom completed application forms should be returned not later than Monday 5 October 1981. (S7533). 660000

WEST YORKSHIRE

THE WEST YORKSHIRE AND LINDSEY REGIONAL EXAMINING BOARD

Applications are invited from teachers serving in schools or colleges in the Yorkshire, Humberside and Lincolnshire area for the post of Chief Moderator in Drama for CSE examinations.

Further details and application forms, which should be returned within 14 days of the appearance of this advertisement, can be obtained from the Secretary (DW), The West Yorkshire and Lindsey Regional Examining Board, Sheffield, S8 8BS. (S5357) 660000

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

Mathematics Monitoring Team

Assistant Research Officer (2)

Applications are invited for a post of Assistant Research Officer – 2 with the Mathematics Monitoring Team. The project is sponsored by the DES and forms part of the Monitoring programmes of Assessment of Performance Unit.

The project conducts surveys of mathematical performance using representative samples of 11 and 16 year olds in the schools of England, Wales and Northern Ireland. The assessments currently employed are group and individual tests of pupils' mathematical concepts, skills and problem-solving strategies and investigations of their attitudes to Mathematics.

Applicants should have good qualifications in Mathematics and some teaching experience. Post graduate research experience relevant to Mathematics education would be an advantage.

Salary Scale: £6,652 to £8,333 plus £237 Local Allowance. Placement on scale according to qualifications and experience.

For application forms (no CV's) and further particulars, please apply to Mrs. P. P. Harris, Personnel Officer, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire. Telephone Slough 74123 (please quote Post No. MPM06). Closing date for return of completed application forms, no later than Friday 2 October, 1981. TES48/00/00

London Borough of Bromley
Education Department

GENERAL INSPECTOR

SOULBURY (Burnham related Scale Head Teacher, Group 10)
£14,883-£16,011
(Ref E115)

Required for January 1st, 1982 a General Inspector with responsibility for a group of primary and secondary schools within the Borough, broad curriculum responsibility for science, mathematics, technology and computer education, and overall management of school/industry links and the Borough's Science, Maths and Technology Centre (recently recognised as a SATRO). The Borough has a well developed Computer Education programme and is grant-holder for the Schools Council's 'Modular Courses in Technology' project. At present this work is supported by a part time Science Adviser and two part-time Advisory Teachers for technology and computer education.

Applicants should have had experience of senior management in schools and/or advisory/in-service work and at least two of the curriculum areas mentioned above.

Application forms and further details may be obtained from Assistant Chief Executive (Head of Manpower Services), Town Hall, Widmore Road, Bromley, Kent BR1 1SB. Tel: 01-463 3333 ext. 3318 and the closing date for applications is October 5th, 1981.

London Borough Of Bromley TES48/00/00

Miscellaneous

EALING

LONDON BOROUGH OF EALING
Education Service
HOME TUITION TEAM
Experienced qualified teacher required, as soon as possible, for duties as a part time Home Tutor. Salary pro rata of Scale 3. The team provides support for pupils of all ages. Links with schools and other agencies are an important element of this post. Own transport desirable, casual car users allowance is payable.

Application forms obtainable from Chief Education Officer, London Borough of Ealing, Hadley House, 79 St Ubridge Road, Ealing, W5 2SU. To be returned by 2 October 1981. (27170) 660000

HAVERING

LONDON BOROUGH OF HAVERING
EDUCATION SUPPORT CENTRE
Teacher Scale 3 as Deputy Head of Centre, required January 1983, to be attached to the Education Support Centre which caters for disruptive pupils of secondary school age. Applicants should be experienced and sympathetic, committed to supporting and helping young people who have shown a tendency towards disruptive behaviour in school.

Application forms and further details are available (s.a.e. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date 14 days after the appearance of this advertisement. (28118) 660000

HOUNSLOW

LONDON BOROUGH OF HOUNSLOW
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road, Hounslow TW3 4DN
INSTRUMENTAL MUSIC TEACHING SERVICE
Applications are invited from appropriately qualified persons for the following positions:
5 Teachers of Violin, Scale 1 (Full or equivalent part-time). for 1 one year only, commencing October 1981 to offer group tuition to primary school pupils. It is expected that the persons appointed will have performing and teaching skills with experience in group teaching methods.
Ability to coach string ensembles and assist in the tutoring of string sectionals, rehearsals and workshops is essential.
London Allowance £496 payable.
Closing date: 2 October 1981.
Apply directly by letter quoting two referees to the Director of Education:
J. COOKER MA BSc, Director of Education. (30400) 660000

HOUNSLOW

COMMUNITY EDUCATION SERVICE
CRANFORD COMMUNITY SCHOOL
(Head – Mrs Anne Jones, B.A.)
Required 1st January, 1982, **SPORTS HALL MANAGER** for one year only to replace manager who is to be seconded. Cranford is a purpose-built community school with excellent facilities and a first class reputation for community sport and recreation.
This post offers an ideal opportunity for suitably qualified candidates to gain experience of sports hall management.
Salary Scale: Burnham F.E. Lecturer
Further details and application forms from:- J. F. Motley, B.A., Principal of Community Education, Boring Grove Centre, Thornbury Road, ISLEWORTH, TW7 4HG. Telephone: 01-568 3637. CLOSING DATE: 5th October. (30893) 660000

JOB OPPORTUNITIES
with record companies, radio stations, music magazines etc. Experience unnecessary. Work full-time/part-time. Read Private Employment Guides £1.20; Radio Employment Guide £1.20; "British Music Industry" (over 1000 helpful addresses) £1.50. All three £3. Helpful for careers departments and teachers branching out. Academic Books, Hamilton House, Staverton, Totnes, Devon. (30871) 660000

LONDON

ACTION RESEARCH IN INTEGRATED PRE-SCHOOL EDUCATION AND CARE.
Head Teacher/Co-ordinator required for the integrated pre-school Education and Child Care elements of a new Housing and Community project in South London.

The post carries direct responsibility for a 40 place Nursery Centre for children from 3½years, and for the linked Child Minding/Toy Library Scheme and Holiday Play Scheme for 5 to 11 year olds. Parent and community involvement is an important aspect.

We are looking for a creative person able to develop education and child care in a multi-racial area. The person appointed will have appropriate nursery teaching qualifications and experience. Qualifications/experience in other areas of responsibility and further academic study in appropriate fields, such as child development, would be an advantage. Administrative ability is essential. Research and experimental aspects of the project will be supported by a University Department.

Salary Burnham Group 1 with an allowance for extra responsibility.

Please apply with full details to the Director, Hummingbird Housing Association, 24 Holborn Viaduct, London: EC1 2BN. Telephone: 01-236 1830. (28543) 660000

LONDON

LONDON BOROUGH OF HOUNSLOW
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road, Hounslow TW3 4DN
INSTRUMENTAL MUSIC TEACHING SERVICE
Applications are invited from appropriately qualified persons for the following positions:
5 Teachers of Violin, Scale 1 (Full or equivalent part-time). for 1 one year only, commencing October 1981 to offer group tuition to primary school pupils. It is expected that the persons appointed will have performing and teaching skills with experience in group teaching methods.
Ability to coach string ensembles and assist in the tutoring of string sectionals, rehearsals and workshops is essential.
London Allowance £496 payable.
Closing date: 2 October 1981.
Apply directly by letter quoting two referees to the Director of Education:
J. COOKER MA BSc, Director of Education. (30400) 660000

LONDON

Are you an experienced Physics teacher who is currently teaching A-level? Are you an A-level examiner in Physics for one of the major examination boards? Can you write clear, technically accurate copy?

We are working on an enlightened, enthusiastic teacher who is concerned with sound teaching methods to produce a manuscript for an A-level Physics Study Aid. The finished product will be one of a series of A-level books which are aimed at helping the student to achieve greater understanding of the subject.

If you are interested in further details and have the necessary qualifications, please write, including a brief c.v., to Pat Rowlinson, Senior Editor Charles Letts & Company Limited, Diary House, Borough Road, London SE1. (30371) 660000

LONDON

DIOCESE OF SOUTHWARK
Enquiries are invited from lay men and women for a post in the Lay Training department of the diocese. The post is a new one extending the present team from three to four.

Applicants will be expected to have a clear commitment to ecumenical ministry, some experience of working with adult lay Christians and a theological appreciation of the issues concerning mission and ministry today.

Salary currently £5,400 per annum. Accommodation will be provided free of rent and rates.

For further details write to: The Team Leader, Lay Training Dept., St. John's Church, Waterloo Rd., S.E.1. 01-633 0629.

Applications close October 31 1981. (30088) 660000

NORFOLK

Required for January. 1982. in the Western Area.

Scale 2 - Peripatetic Remedial Teacher with interest in specific learning difficulties.

Forms of application and further particulars s.a.e. please, from the Area Education Officer, St. Margaret's House, King's Lynn, PE30 5DR. Forms to be returned within fourteen days of this advertisement. (27905) 660000

NORFOLK

PERIPATETIC MUSIC SERVICE
Eastern Area.
Scale 1. woodwind offering OBOE and BASSOON; and some flute and clarinet, based in Great Yarmouth. Travelling allowance and subsistence in accordance with County Council scales.
Further details and application forms available from Schools Branch, County Hall, Norwich, NR1 2DL, enclosing stamped addressed envelope. (27811) 660000

WIGAN

METROPOLITAN BOROUGH OF WIGAN
INSTRUMENTAL MUSIC SERVICE
Required for January, 1982 or earlier if possible. Full-time Peripatetic Teacher of Percussion Scale 3.

Application forms and further particulars available from and returnable to Education Department, Gateway ouse, Standishgate, Wigan (S.A.E. please). Closing date 5th October 1981. Ref. A38. (27930) 660000

Outdoor Education

CUMBRIA

LAKELAND TRAINING GROUP
TEMPORARY INSTRUCTORS OUTDOOR PURSUITS
LTG have vacancies for two temporary instructors of Outdoor Pursuits to commence 5th October 1981.
Applicants should be well qualified in both Mountain and Water Activities and preferably hold a teaching qualification.
Applications in writing with full c.v. to: Director of Training, Lakeland Training Group, Ashgeodow, The Promenade, Arnside, Cumbria. (27543) 660000

N. DEVON

LAND YACHTING
The ultimate free energy sport. Bargain winter courses. 1/3 free places. Next course Sept. 27 - Oct. 3. Learn to make a yacht for production work. Stern Lodge Centre, Didswell Appledore, EX39 1NH Tel: Bideford 3968. (27529) 660000

NORTH DEVON

SIGRIN LODGE OUTDOOR CENTRES
Check our reputation against any 'Adventure' centre in North Devon and the rest of Britain.
FREE PLACES: 1 Staff to 8 pupils
VALUE: Our customers will testify
SMALL GROUPS: 1 Instructor to 8 pupils or less
BEST EQUIPMENT: No sharing nor doubling up
QUALIFIED STAFF: DES trained, B.A.E., B.A.M.
WIDE CHOICE: Your own planned programme
SACKFUL: Exciting bad weather alternatives
NO GIMMICKS: no 'looks good on paper' programmes
SPECIAL PROGRAMMES: Field Studies, Handicapped, Advanced, Self Catering, D. of E., etc.
GOOD ACCOMMODATION: It's our home too
HOME COOKING: Lots to eat
HOME COMFORTS: Separate rooms for staff, log fires
PERSONAL SERVICE: While to Martin and Cherry Robinson. Sigrin Lodge Centres, Didswell, Appledore, North Devon EX39 1NF. Tel. 02372 3968. (27570) 660000

SKI SCOTLAND
Here is the chance to take a small group of 14 - skiing this winter. Fully inclusive. Instruction, equipment, lift pass and return transport from School £98.

OUTDOOR ACTIVITY AND FIELD COURSES
In our new residential centre, max Group 24 people, courses and activities to suit all levels.

Brochures from: North York Moors Outdoor Centre, Ingleby Cross, Nr. Osmotherly, Northallerton, N. Yorks. Tel. (060983 371). (26651) 660000

WALES

OCEAN SAILING FOR SCHOOLS
401 Ocean Cruising Alloy based Bermudian Cutter.
Our vessel provides sail training & living aboard: £49 (plus VAT) per person, all inclusive.
April to October. Max size of group 16.
Snowdonia School of Adventure Sports, Penmaenmawr, Gwynedd, LL34 6DW. Tel: 0341 880494. (26545) 660000

LONDON

TECHNICIAN EDUCATION COUNCIL
Appointment of
ADVISORY OFFICER
(Readvertisement)

Applications are invited for the post of Advisory Officer to assist the Council in the areas of work embraced by its Programme Committees C2 Life Sciences and C4 Hotel, Food, Catering and Institutional Management.

The responsibilities will include advisory and liaison duties with colleges in connection with the development, validation and operation of programmes leading to TEC awards, and working with the Council's committees.

Applicants should be appropriately qualified and have suitable experience in teaching life sciences or catering and food technology; relevant industrial experience would be an advantage. Appointment will be from 1st January 1982, or earlier if possible.

The salary scale is related to that for Grade IV Heads of Department, plus a Central London allowance. Starting salary will depend on previous experience and qualifications.

Further particulars of the appointment can be obtained from the:

The Assistant Chief Officer,
Technician Education Council,
76 Portland Place,
London, W1N 4AA.

The closing date for applications is 6th October 1981.

Leicestershire

MODERN LANGUAGES
Available from January. Applicants must be car owners – travelling expenses payable.

1. ADVISORY TEACHER FOR MODERN LANGUAGES
– Scale 4

French and German, with Spanish if possible. To play a full part in the development of language teaching in Leicestershire and of foreign link activities at home and abroad.

2. PERMANENT UNATTACHED SUPPLY STAFF
– Scale 2

Teacher of Modern Languages (French and German). The teacher appointed will fill longer term vacancies, i.e. 3-8 weeks, or one term, in language posts mainly in secondary schools, frequently at head of department level.

Details on request (SAE). Apply (no forms) with the names and addresses of two referees to the Director of Education (Room 134), County Hall, Glenfield, Leicester, LE3 8RF, by 2 October. TES98/00/00

Ashfield District Council/
Nottinghamshire County Council
SUTTON RECREATION CENTRE

Assistant Recreation Manager/Manageress AP4

£6501-£7137 – In addition there is a shift allowance payable and enhancements for weekend working.

The Recreation Centre is part of a community complex which is centrally situated in the town of Sutton-in-Ashfield, Nottinghamshire. The Recreation Area includes a large Sports Hall, Theatre, Ice Rink, Indoor Bowls Hall, Two Licensed Bars, Squash Courts, Dining Room, Creche and Shop as well as playing fields within five minutes walking distance.

The person appointed will be responsible to the Recreation Manager. In addition to general duties, it is expected that applicants will be experienced in the promotion, administration, and control of a wide range of sporting activities.

An essential requirement will be sympathy for the wide recreational needs in this community, coupled with determination to provide for them by developing maximum and efficient use of the resources available. The successful person will be of good personal quality with a keen creative mind.

For further details and/or application form please ring Mansfield 82171, or write to the undermentioned address. Applications should reach the Manager by Monday, 5th October 1981.

Recreation Manager
Sutton Centre
High Pavement
Sutton-in-Ashfield, Notts.

Canvassing will disqualify, applicants must declare if they are related to any Officer or Official of the Authority. TES98/00/00

ilea Inner London Education Authority

MICRO-ELECTRONICS PROGRAMME CAPITAL REGION

Co-ordinator and Assistant Co-ordinator of MEP Information Centre

Salary Ranges: Information Centre Co-ordinator £10,044 to £11,439 plus £1104 London Weighting Allowance; Assistant Co-ordinator £6063 to £9720 plus London Weighting.

These posts have been established for the duration of the Micro-Electronics Programme initially until 31st March 1984. The Co-ordinator and Assistant will work to the Director of the ILEA Educational Computing Centre and will be responsible to the Steering Committee for co-operative joint curriculum development, in-service training and information exchanged within Capital Region. This consists of the Inner London Education Authority and the London Boroughs of Bexley, Bromley, Croydon, Sutton, Merton, Kingston-Upon-Thames, Richmond-Upon Thames, Hounslow and Ealing.

Applications are invited from men and women with wide experience of the development of the use of computers preferably in respect of the applications in and implications for the education service.

Further details and application forms may be obtained from the Education Officer (EO/Estab 1b) Room 367, the County Hall, London SE1 7PB (Please enclose a stamped addressed envelope).

Completed applications to be returned by 2nd October 1981.

TES68/00/00

Education Department

General Advisers

Salary: Soulbury Scale Headteacher Group 9 (£13,508-£14,631).

Applications are invited to fill two vacancies in the advisory team which have arisen as a result of an internal promotion, and by an appointment to a higher post elsewhere.

In addition to the exercise of general educational understanding a specialism in the following for each post would be an advantage:—

Post 1 — English and language development, with Drama.
Post 2 — Maths and/or Science.

Further particulars and application form, returnable by 8th October, 1981, from County Education Officer, Shirehall, Abbey Foregate, Shrewsbury.

TES69/00/00

Shropshire County Council

Remedial Advisory Teaching Service

Advisory Teacher for Children with Special Needs:

Burnham Scale 3

Suitably qualified and experienced teachers are invited to apply for the post of Advisory Teacher to be concerned with children who have special needs.

Applicants should be experienced at the primary stage and secondary stage.

Closing date 2 October 1981.

Application forms and particulars for the above post (see foolscap please) from the Director of Education, County Offices, Matlock DE4 3AG.

TES68/00/00

DERBYSHIRE County Council

BOROUGH OF HARINGEY

ENGLISH AS A SECOND LANGUAGE
ENGLISH LANGUAGE RESOURCE CENTRE

This Centre acts as a base for two teams of teachers working throughout the Primary (including Nursery) and Secondary sectors in Haringey. There are the following vacancies:

(1) Primary Team, Scale 3

(Required as soon as possible)
The Primary team of teachers work in Haringey Primary Schools teaching English (as a Second Language) and supporting the English language development of bilingual pupils. Centre teachers work alongside class teachers in the classroom and therefore must adapt their work to complement and support the work of the class, in addition to making resources, information, ideas and other expertise available to the class teacher and the school as a whole.

Applicants for this Scale 3 post must hold a qualification in teaching English as a Second Language (at least R.S.A.) and have extensive experience in this work. Experience of the young and very young child would be welcome.

(2) Temporary posts, Scale 2

(Required as soon as possible)
There are two posts, one Secondary and one Primary to replace present team members on maternity leave.

London Allowance £769 payable. Removal expenses — 100% allowed in approved cases.

Application forms (SAE) may be obtained from the Chief Education Officer, Education Office, 48-52 Station Road, Wood Green, London N22 4TY to whom the forms should be returned by 9th October, 1981.

TES70/00/00

UNIVERSITY OF LONDON
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL
GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for the following

Chief Examiner Appointments

Advanced Level
COMPUTING SCIENCE FROM JUNE 1982

Ordinary Level
FOOD AND NUTRITION FROM JUNE 1982
CLASSICAL HEBREW FROM JUNE 1982
MALAY FROM JANUARY 1982
MODERN GREEK FROM JANUARY 1982

Applicants should be graduates or hold appropriate qualifications and should be under the age of 55 with five years recent teaching experience. Experience in GCE or CSE examining would be an advantage.

For application forms and further details write to The Secretary, University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE. Applicants should state which subject they are interested in and enclose a self-addressed foolscap envelope. Completed application forms should be returned by 9 October 1981.

TES80/00/00

SPONSORING EDITOR

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TES65/00/00

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TES66/00/00

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TES67/00/00

DERBYSHIRE County Council

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GLAMORGAN FURTHER EDUCATION TRUST FUND

The Mid Glamorgan County Council is the trustee of the Glamorgan Further Education Trust Fund.

The Fund is intended to benefit pupils who have for not less than two years at any time attended a County Secondary School in the area of the former Administrative County of Glamorgan or Howell's Glamorgan County School. Cardiff: provided that candidates who have attended...Howell's Glamorgan County School shall have been resident for not less than two years while a pupil at the School, in the former Administrative County of Glamorgan.

The Fund is to be applied with the following objects:—

(a) Exhibitions tenable at any training college for teachers, university or other institution of further (including professional and technical) education, approved by the Council, to be awarded under rules to be made by the Council, including rules as to the value and period of tenure of the exhibitions, and the qualifications, and method of ascertainment and selection of candidates;

(b) Financial assistance, outfits, clothing, tools, instruments or books to enable beneficiaries on leaving school, university or other educational establishment, to prepare for, or to assist their entry into a profession, trade or calling;

Application forms and copies of the rules governing the making of awards may be obtained from a prospective applicant's District Education Office, in the case of prospective applicants from Mid Glamorgan. Prospective applicants from South Glamorgan may apply to the County Education Office, Greyfriars Road, Cardiff, CF1 3JG. Prospective applicants from West Glamorgan may apply to the Director of Education, Princess House, Princess Way, Swansea SA1 4PD. Postal requests should be marked "Glamorgan Further Education Trust Fund Forms" and accompanied by a stamped self-addressed envelope.

Applicants should note that the rules provide that awards will not be made in respect of courses attracting a mandatory grant or a grant from the Department of Education and Science, or in respect of courses for which an applicant may expect to receive a discretionary grant from his Local Education Authority unless there are exceptional or unusual circumstances relevant to the application.

The closing date for applications for awards tenable or payments to be made during the academic year 1981-82 and beyond is 31 October, 1981.

W. ALWYN JONES
Director of Education

County Hall, Cathays Park, Cardiff.

TES79/00/00

MERTHYR TYDFIL FURTHER EDUCATION TRUST FUND

The Mid Glamorgan County Council is the trustee of the Merthyr Tydfil Further Education Trust Fund.

The Fund is intended to benefit pupils who have for not less than two years at any time attended a County Secondary School in the area of the former County Borough of Merthyr Tydfil.

The Fund is to be applied with the following objects:—

(a) Exhibitions tenable at any training College for teachers, university or other institution of further (including professional and technical) education, approved by the Council, to be awarded under rules to be made by the Council, including rules as to the value and period of tenure of the exhibitions, and the qualifications, and method of ascertainment and selection, of candidates;

(b) Financial assistance, outfits, clothing, tools, instruments or books to enable beneficiaries on leaving school, university or any other educational establishment, to prepare for, or to assist their entry into a profession, trade or calling.

Application forms and copies of the rules governing the making of awards may be obtained from the District Education Office, Pantmorlais, Merthyr Tydfil. Postal requests should be marked "Merthyr Tydfil Further Education Trust Fund Forms" and accompanied by a stamped self-addressed envelope.

Applicants should note that the rules provide that awards will not be made in respect of courses attracting a mandatory grant, or a grant from the Department of Education and Science, or in respect of courses for which an applicant may expect to receive a discretionary grant from his Local Education Authority unless there are exceptional or unusual circumstances relevant to the application.

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